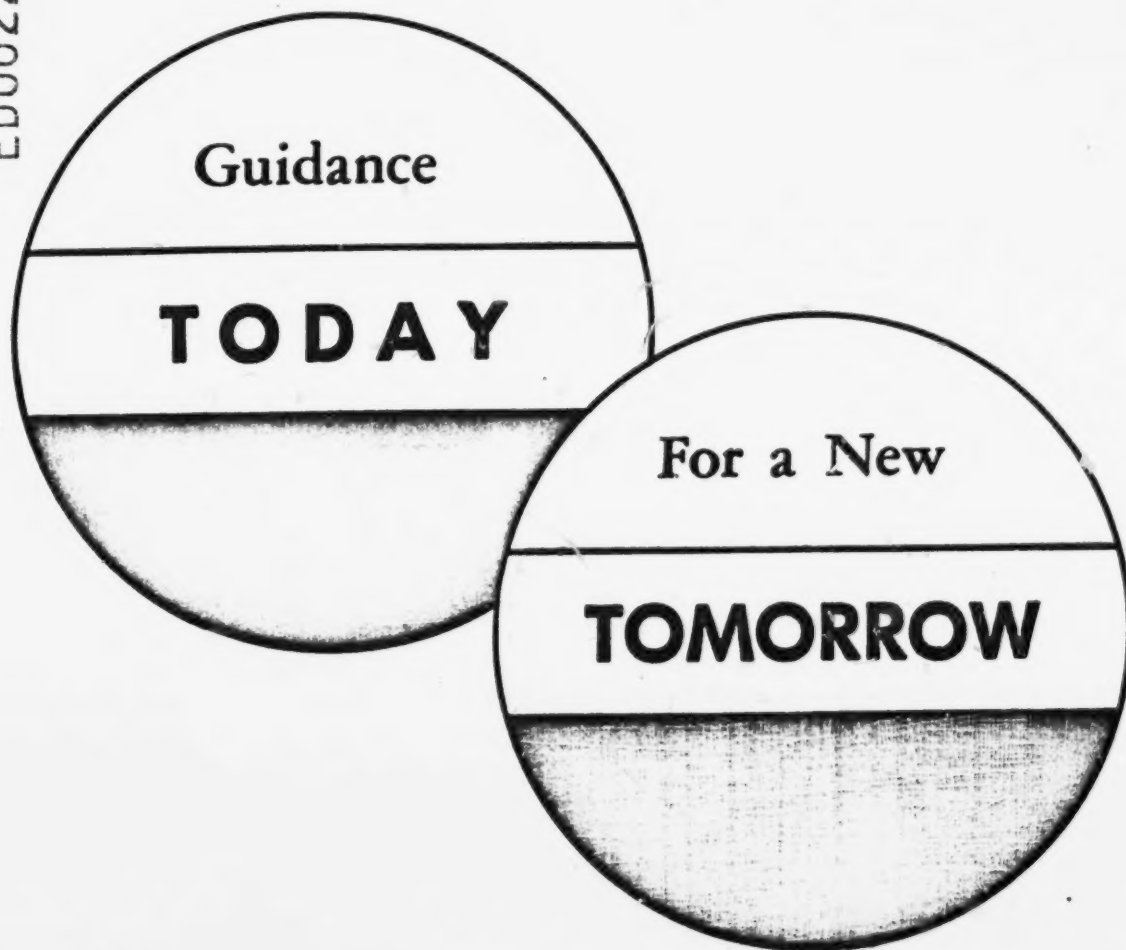


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A report of a conference designed to promote professional growth, interest, and challenge was given. The conference, with over 1,000 in attendance, not only emphasized the softhearted approach to counseling but also achieved strong professional-mindedness through its workgroup sessions, business meetings, and symposiums. The workgroup topic "The Role of Guidance As Seen By Administration" was concerned with the expected duties of counselors. "Vocational Education for the New Tomorrow" was concerned with the need to educate teachers for the vocational field. "Guidance in the Elementary School" emphasized that the elementary counselor becomes knowledgeable through the scientific study of growth and development, child study procedures, and counseling and practicum. "Post High School Guidance for Tomorrow" discussed an extension of guidance and counseling services beyond the high school. "Pressure on Counselors Today and Tomorrow" emphasized the needs for mastery of techniques and knowledge in the counseling field.							
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Report
of the
Twelfth Annual
All Ohio Guidance Conference
September 25-26, 1964

Ohio School Counselors Association
and
Guidance Services Section
Division of Guidance and Testing
State Department of Education



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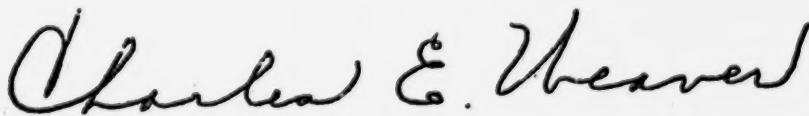
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FOREWORD

"Best Conference Yet!," "The most inspirational Conference I've ever attended," "Dr. Berkley deserves a repeat appearance real soon, terrific!," "The choice of Jesse Owens for Banquet Speaker was a stroke of genius," "Symposium best of all," "Expertly organized and carried out," and "Excellent speakers and group sessions," are some of the representative superlatives used on the Evaluation Sheets expressing reactions of those attending the Twelfth All Ohio Guidance Conference. The theme selected by the 1964 Conference Planning Committee was: "Guidance Today for a New Tomorrow." There were approximately 1000 in attendance which topped our former all-time attendance record of 900 established last year. The Conference was jointly sponsored by the Ohio School Counselors Association and the Guidance Services Section, Division of Guidance and Testing, State of Ohio Department of Education.

Presenting the annual Awards was one of the highlights of the Conference. The Second Dwight L. Arnold Award was presented to James E. Gay, Counselor of Tipp City Exempted Village Schools. William H. Van Hoose, Lecturer in Education for the University of Michigan, Dearborn Campus, was presented the Past President Award in absentia. The Meritorious Service Award was received by Mary Jane Yoder, now a member of the counseling staff, Oak and River Forest High School, Oak Park, Illinois. Gilbert McNeal, Director of the Eastern Ohio Branch of Ohio University in St. Clairsville, received a Meritorious Service Life Membership in the Ohio School Counselors Association.

The Conference Planning Committee, headed by William R. Drury, Director of Pupil Personnel Services, Beaver Creek Schools in Greene County, and newly elected OSCA President, spent a full year in planning the Conference. The remarkable thing is that when asked to participate, not a single "No" was received. Dr. M. A. Wogaman, member of the Planning Committee and President of the Ohio School Counselors Association, provided outstanding leadership for the Executive Committee in extending the growth and effectiveness of Guidance in Ohio, with all members giving their full support to the Conference. As coordinator of the Conference, it was a most rewarding personal experience working with these fine Ohio people. In addition the cooperation of both the clerical and professional staffs in the Division of Guidance and Testing was superb. All of these people working together produced in Ohio a personal reaction of one participant who said, "I just wished that our new superintendent and members of our school board could have enjoyed this very fine meeting."



Charles E. Weaver
State Supervisor, Guidance Services
and Coordinator
Twelfth All Ohio Guidance Conference

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Kettering, Ohio 63

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**TWELFTH ALL OHIO GUIDANCE CONFERENCE
PLANNING COMMITTEE**

Program Chairman

William R. Drury
Director of Pupil Personnel Services
Beavercreek Local Schools
Xenia, Ohio

Dr. M. A. Wogaman
Asst. Superintendent (Pupil Personnel)
Kettering City Schools
Kettering, Ohio

Elton Miller
Director of Guidance
Eaton High School
Eaton, Ohio

John Schweikert
Consultant in Counseling
Cincinnati, Ohio

Conference Coordinator

Dr. Charles E. Weaver
Supervisor of Guidance Services
Division of Guidance and Testing
State Department of Education
Columbus, Ohio

Dr. Thomas Campanelle
Professor of Education
University of Dayton
Dayton, Ohio

Mrs. Virginia Nay, Counselor
Belmont High School
Dayton, Ohio

Jerry Hopfengardner, Counselor
Fairmont West High School
Kettering, Ohio

Milton E. Collins
District Guidance Supervisor
Southwestern Ohio
Division of Guidance and Testing
State Department of Education
Columbus, Ohio

**OHIO SCHOOL COUNSELORS ASSOCIATION
EXECUTIVE BOARD
1963-1964**

Elected Officers

President Dr. M. A. Wogaman
Assistant Superintendent
Kettering City Schools
3490 Far Hills Ave.
Kettering, Ohio 45429

Past President ... William Van Hoose
Lecturer in Education
Dearborn Branch
University of Michigan

President-Elect William R. Drury
Director of Pupil
Personnel Services
Beavercreek Schools
2940 Dayton-Xenia Road
Xenia, Ohio

Treasurer Andrew Kristy
Counselor
Lincoln High School
Canton, Ohio
(Appointed to complete term of
Mary Jane Yoder who moved
to Oak Park, Illinois)

Appointed Members

Secretary Miss Nancy Wygant
Counselor
Fairmont West High School
Kettering, Ohio 45429

Parliamentarian Ned Woolums
School Psychologist
Martins Ferry City Schools
Martins Ferry, Ohio

Organization Liaison Officer
Gilbert McNeal
Director of Guidance
Martins Ferry City Schools
Martins Ferry, Ohio

OACE Representative
Dr. Herman J. Peters
Professor of Education
The Ohio State University
Columbus, Ohio 43410

Newsletter Editor Frank Downhour
Director of Guidance
Nelsonville City Schools
Nelsonville, Ohio

District Representatives

Central David K. Dawson
Supervisor of Pupil
Personnel Services
South-Western School District
3708 S. Broadway
Grove City, Ohio

East Central Miss Helen Gatchel
Counselor
Lincoln High School
Canton, Ohio

Eastern Charles Brown
Director of Guidance
Wintersville High School
Wintersville, Ohio

Northeastern Delbert Hopkins
Counselor
Cleveland Heights High
Cleveland Heights, Ohio

Northwestern Walter Davidson
Director of Guidance
Fostoria High School
Fostoria, Ohio

North Central Ralph Miller
John Sherman Junior High School
Mansfield, Ohio

Southeastern Paul Casto
Director of Guidance
Marietta High School
Marietta, Ohio

Southwestern Dr. James O'Hara
Director of Guidance
Cincinnati Public Schools
608 E. Macmillan St.
Cincinnati, Ohio

Western Jerry Hopfengardner
Counselor
Fairmont West High School
Kettering, Ohio 45429

State Dept. Representative
Dr. Charles Weaver
Supervisor of Guidance Services
State Department of Education
751 Northwest Blvd.
Columbus, Ohio 43212

John G. Odgers, Director

John G. Odgers, Director



GENERAL SESSIONS

OPENING SESSION (Auditorium, Arts and Crafts Building)

- 10:00-10:20 - FRIDAY, September 25, 1964
Upper Arlington High School Band, Robert Ginther, Director
- 10:20-11:30
Presiding - William R. Drury, Program Chairman, Twelfth All Ohio Guidance Conference
Invocation - Rev. Chester D. Hirschy, Pastor and Marriage Counselor, Oakdell United Brethren Church, Dayton, Ohio
Greetings from the Division of Guidance and Testing
John G. Cdgers, Director
Greetings from the Ohio School Counselors Association
Dr. M. A. Wogaman, President
WHO KNEW NOT JOSEPH
Dr. Dean F. Berkley, Director, Bureau of Field Service, Indiana University, Bloomington, and Coordinating Secretary, Indiana Association of Public School Superintendents
Signals - Dr. Charles E. Weaver, Coordinator, Eleventh All Ohio Guidance Conference

LUNCHEON (Youth Center)

- 11:35-12:50 - FRIDAY, September 25, 1964
Musical Interludes - (all meals) Paul Noblitt, Organist, Supervisor Community Relations, South-Western City Schools, Grove City, Ohio
Presiding - Dr. M. A. Wogaman, President, Ohio School Counselors Association (Table guests were Members of the All Ohio Guidance Conference Planning Committee)
ACES - Standards Announcement - Dr. George E. Hill, Distinguished Professor, Ohio University, Athens, Ohio, and Chairman of the National Committee on Counselor Education Standards
APGA - Member Report - Dr. Thomas Campanelle, Professor of Education, University of Dayton, State Membership Chairman

BANQUET (Youth Center)

- 6:30 p.m. - FRIDAY, September 25, 1964
Feature - Capitol Lads Barbershop Quartet - Bill Horton, George Care, Bob English, and Charles M. Wilson, Director of Guidance, Hastings Junior High School, Upper Arlington Public Schools
Invocation - Lance Shreffler, Counselor, Upper Arlington High School
Toastmaster- Dr. Robert L. Gibson, Chairman of Department of Guidance and Counselor Education, University of Toledo

BANQUET (Cont'd.)

Presentation of Awards:

Dwight L. Arnold - Gilbert McNeal, Director, Eastern Ohio Branch of Ohio University, St. Clairsville, Ohio

Past Presidents - Dr. M. A. Wogaman, President, OSCA, Assistant Superintendent (Pupil Personnel), Kettering Schools, Kettering, Ohio

Meritorious Service - William R. Drury, President-Elect, OSCA, Director of Pupil Personnel Services, Xenia, Ohio

Greetings from State Department of Education - Dr. E. E. Holt, Superintendent of Public Instruction, State Department of Education, Columbus, Ohio

EDUCATION, THE KEY TO FUTURE CAREERS

Jesse Owens, Youth Leader with Owens-West Associates, Chicago, Illinois. Former Olympic Champion and Winner of Four Gold Medals.

FOR YOUR EVENING'S CONSIDERATION

Auditorium, Arts and Crafts Building

9:00 p.m. - "When I'm Old Enough Goodbye" (1962 Film-Black and White)
Depicts school dropout in the labor market experiencing competition, automation, and menial jobs. - (Available from Sandra Mackey, OSES, 145 South Front Street, Columbus)

Youth Center Lobby

9:00-10:30 p.m.-Help Yourself Coffee Hour - Courtesy Ohio School Counselors Association
Television - Cards - Visiting

LUNCHEON (Youth Center)

11:00 a.m. - SATURDAY, September 26, 1964

(Table guests were elected officers and district representatives of The Ohio School Counselors Association)

Final Report- OSCA 1963-64, Dr. M. A. Wogaman, Retiring President

Inaugural Report - OSCA 1964-65, William R. Drury, New President

Conference Summary - Dr. Ellis A. Joseph, Assistant Professor of Education, University of Dayton, and President, Ohio Association Counselor Educators

OSCA BUSINESS MEETING

Friday, September 25, 1964 - 1:00 p.m.

Saturday, September 26, 1964 - 8:30 p.m.

Agenda

NOTE: Two sessions are scheduled for the Annual OSCA Business Meeting. The agenda presented below will be continuous through both sessions.

- Item 1. Call to order — Dr. M. A. Wogaman**
- Item 2. Minutes of September 1963 Annual Business Meeting
— Miss Wygant, Secretary**
- Item 3. Report from OSCA Committee of Trade Schools**
- Item 4. Report from Constitution Committee**
- Item 5. Other old business**
- Item 6. New business**

WORKGROUPS

Group I - THE ROLE OF GUIDANCE AS SEEN BY ADMINISTRATION

"What is Expected of the Administrator?"

Dr. Gordon G. Humbert
Superintendent
Canton City Schools
Canton, Ohio

"What Does the Administration Expect of the Counselor?"

Dr. Paul C. Hayes
Superintendent
South-Western City Schools
Grove City, Ohio

"What is Expected of the Counselor in the New Tomorrow?"

Mr. Chester A. Roush
Superintendent
Kettering City Schools
Kettering, Ohio

Moderator:

Dr. Harold L. Boda
Assistant Superintendent
Dayton City Schools
Dayton, Ohio

Recorder:

Mr. Paul Wagner
Assistant Principal
Fairmont West High School
Kettering, Ohio

Group II - VOCATIONAL EDUCATION FOR THE NEW TOMORROW

"Vocational Education in the Comprehensive High School"

Mr. Frank Dick
Superintendent
Sylvania City Schools
Sylvania, Ohio

"Vocational Education in the Joint Vocational High School"

Mr. Henry LaMuth
Superintendent
Lake County Schools
Painesville, Ohio

"Vocational Needs as Seen by the Employer"

Mr. Dean F. Chatlain
Personnel Director
North American Aviation, Inc.
Columbus Division
Columbus, Ohio

Group II - VOCATIONAL EDUCATION FOR THE NEW TOMORROW (Cont'd.)

Moderator:

Mr. E. W. Kavanagh
Superintendent
Greene County Schools
Xenia, Ohio

Recorder:

Miss Elizabeth Schiller
Counselor
Beavercreek High School
Xenia, Ohio

Group III - GUIDANCE IN THE ELEMENTARY SCHOOL (Position Papers)

Dr. George E. Hill
Distinguished Professor
Ohio University
Athens, Ohio

Dr. Herman J. Peters
Professor of Education
The Ohio State University
Columbus, Ohio

Mr. Lloyd Swan
Director of Pupil Personnel Services
Canton City Schools
Canton, Ohio

Moderator:

Dr. Dwight D. Arnold
Professor of Education
Kent State University
Kent, Ohio

Recorder:

Mr. James A. Frost
Elementary School Counselor
South-Western City Schools
Grove City, Ohio

Group IV - POST HIGH SCHOOL GUIDANCE FOR TOMORROW

Technical Schools

Dr. Byrl R. Shoemaker, Director
Division of Vocational Education
State of Ohio Department of Education and
President, American Vocational Association
Columbus, Ohio

Apprenticeship Training

Mr. Al Bilik
President, Cincinnati AFL-CIO
Labor Council
Cincinnati, Ohio

Group IV - POST HIGH SCHOOL GUIDANCE FOR TOMORROW (Cont'd.)

**The Two-Year Community College
Dr. Max J. Lerner, President
Lorain County Community College
Lorain, Ohio**

Moderator:

**Miss Margaret W. McEniry, Supervisor
Home Economics Section
Division of Vocational Education
State of Ohio Department of Education
Columbus, Ohio**

Recorder:

**Miss Evelyn Jackson
Counselor
Paul Laurence Dunbar High School
Dayton, Ohio**

SATURDAY SYMPOSIUM

Topic: - PRESSURES ON THE COUNSELOR TODAY AND TOMORROW

9:30-10:15 a.m. Fifteen minute presentation each by:

**Harry A. DeWire, Ph.D.
Professor of Christian Education and Psychology
United Theological Seminary
Dayton, Ohio**

**M. T. Faruki, M.D.
Superintendent
Dayton State Hospital
Dayton, Ohio**

**Russell A. Working, Ed.D.
Supervisor of Child Study, Special
Education, and Testing
Kettering City Schools
Kettering, Ohio**

10:15-10:40 a.m. Buzz Group Sessions

10:40-11:00 a.m. Question and Answer Period

Moderator:

**Jerry Hopfengardner,
Counselor
Fairmont West High School
Kettering, Ohio**

Recorder:

**Miss Ruth Anderson
Counselor
Fairmont West High School
Kettering, Ohio**

OPENING SESSION

William R. Drury
Director of Pupil Personnel
Beavercreek Local Schools, Greene County
Program Chairman, Twelfth All Ohio Guidance Conference

Judging by the tapping feet, the broad smiles, and the lump that the fine band music brought to my throat, I think that we owe a real tribute to Mr. Robert Ginther, Director, and the members of the Upper Arlington High School Band, for allowing us the privilege of sitting in and listening to them play this morning. Our sincere thanks to you, sir, and to your group.

Once again, good morning Ladies and Gentlemen, and fellow counselors. We would like to extend to you a sincere welcome to the Twelfth All Ohio Guidance Conference. We hope to provide you with two days of professional growth, interest, and challenge. As a little sidelight to this introduction, or these introductions, I would like to share with you the kind of feeling that you get when you are involved with planning the details of a Conference of this magnitude. We started planning this Conference about two days after the Eleventh All Ohio Guidance Conference ended. I guess I was kind of like a mother hen looking over her chicks for we were so anxious that this be done correctly and professionally. We were watching every detail that we possibly could. Some of us arrived here a day early to be sure everything was fine.

As I rode up this morning I was going over in my mind, with a little hope and a little prayer, that everything would go wonderfully for these two days. Just as I made the turn coming in to the Conference grounds, I looked up at the sign to get that great welcome that we had planned, and there it was — "Welcome to the Twelfth

is going to have a few remarks to share with us and give us our Invocation for the two-day meeting.

Reverend Chester D. Hirschy
Pastor and Marriage Counselor
Oakdale United Brethren Church
Dayton, Ohio

Thank you. To be able to invoke enough of God's blessings for two days is quite a task. I am always reminded of the old grandfather minister who took his grandson with him occasionally. One morning they hustled into a rural country church to open the service and have the blessings and message of the morning. It was customary in this particular church not to receive an offering; instead they had an offering box at the back of the door. Everyone who passed that door was expected to put their offering in the box. This boy's grandfather, as custom was, put his money in, went up and spoke to the congregation. After the service one of the deacons came to him and said, "Sir, we never give our guest speakers any fee, but they receive what is in the box at the door." On the way out, the grandfather waited until everybody was gone because of his hesitancy in taking the offering from the box. Upon opening the box, much to his amazement, there was only the 50¢ he had put in. His grandson looked up at him and said, "Grandpa, if you had put more in, you'd got more out." That is the way I feel this morning at the beginning of this particular convocation and convention.

The theme for your Conference, "Guidance Today For a New Tomorrow" really struck me, not just as a pastor, but as a leader in a community. As I look out over

this audience I am reminded of the fact that you, as well as myself, and other men of our caliber in our community hold tomorrow in our hands. As we this morning envoke the blessings of our Lord upon us, I would like to first just ask you to pause, bow your heads in a silent moment of prayer, and ask the Lord to help each one of us to do our best for Him. (Pause)

And, now, Oh Lord, we do envoke Thy blessings upon us; Thou who knowest all, and seest all, we pray that You will give us wisdom as we go through this life in order that we may build the bridge for those whom we mold, that they, too, might follow safely. Help us to not only think of ourselves, but may we guide youth of today, that there will indeed be a tomorrow — a new tomorrow, one that we can stand back and say, "Thank You for wisdom to guide these minds across our State of Ohio, that they will become world leaders, and most of all that they know what they believe, and understand why they are alive." Bless each participant and may our minds be receptive to new ideas, new thoughts, and may we be motivated to go forth challenged to create that new tomorrow. We pray all these favors in Thy name, Amen.

William R. Drury

Thank you, Reverend Hirschy, for your blessing and your timely remarks. The next person that is going to speak to us this morning, if you will pardon the cliché, is a man who does not really need an introduction. I think he is a fine gentleman and a counselor in every sense of the word. I present to you Mr. John Odgers.

John G. Odgers
Director, Division of Guidance and Testing
State of Ohio Department of Education

Believe me, I mean it when I say that bringing you greetings this morning gives me a real thrill. Although we see the sign out front spelled right, I think by now Bill, the Twelfth All Ohio Guidance Conference is actually about our Fourteenth or Fifteenth, but it is the Twelfth consecutive one, so it is the Twelfth Annual Conference. I mention this because I think for most of those twelve, including the first one, I have had an opportunity at some time during the session to bring greetings and do it by saying, "This is the biggest and the best Conference yet!" The same applies to this one. This is part of the reason for the thrill I mentioned.

I presented a Commencement address to a graduating class this Spring, and it shook me just a little to realize that I came into the State Department of Education as State Supervisor of Guidance Services the year these young folks were born. I really don't feel that old, but I mention this because it does give me, along with the older age, the perspective of having seen Guidance grow in Ohio. Guidance in Ohio is the biggest and best yet, but we still have much thinking and planning regarding plans for the future.

I would like to read to you just one paragraph and give you a couple of figures from a report submitted this week which will go to the State Superintendent of Public Instruction for his Report to the Governor and the Legislature.

Although Ohio schools have made great strides in the development of guidance programs in the last five years, fewer than half enough school counselors are currently employed to meet the recommended

standard of one counselor for each 300 pupils in grades seven through twelve.

It goes on and gives a little more detail, but I would like to read you one or two additional figures from it.

In the figures area, we have at the moment in Ohio, the equivalent of 1376 full-time counselors. This represents some 1700 people. One thousand forty-six (1,046) of these are in schools that are participating in the NDEA program; 330 are in non-participating schools. Our counselor-pupil ratio in the State as a whole this year, is one full-time counselor or equivalent to 652 students. In the NDEA-participating schools, the counselor-pupil ratio is 1-428; in the non-participating schools it is 1-1362.

There are some top guidance programs, however, in some of the non-NDEA participating schools. These are schools that had good programs prior to 1958. NDEA wasn't in a position to help them much until this school year.

Let me give you two other figures. It would take 868 additional counselors to bring the State as a whole to a 1-400 ratio, and 161 additional full-time counselors to bring us to a 1-300 ratio in grades 7 through 12 only.

I think this is sobering to us as we get excited about the huge group we have here today. These figures that I mention, incidentally, do not reflect the demand, the growing demand, for qualified guidance workers which is developing as the need for adequate guidance services at the elementary level is becoming recognized. We are moving

in this direction and, possibly in another year we will be able to identify our needs for 3000 additional counselors and figure our counselor-pupil ratios in terms of grades 1-12 instead of grades 7-12.

I can thank Dr. Weaver, the Ohio School Counselors group, and the groups from different parts of the State who chair the program committee each year for the success of the All Ohio Guidance Conferences. This year Dr. Weaver and Bill Drury in particular, in addition to all the folks that have helped them, will bring you another excellent Conference.

William R. Drury

Thank you, Mr. Odgers. It is a particular pleasure for me to introduce this next gentleman. I have known him as a teacher. I have known him when he was the reader for my thesis. I have known him as a roommate for past Ohio School Counselors' meetings that we have had here in Columbus. Most of all, I think I have come to know him best through working with him in my capacity as President-Elect of the Ohio School Counselors Association. In addition to that, his school district borders on my school district. We have had many, many profitable, pleasant hours together. Believe me, it is a sincere feeling of pride that I have in introducing to you, Dr. M. A. Wogaman

Dr. M. A. Wogaman
President, Ohio School Counselors Association
Assistant Superintendent (Pupil Personnel)
Kettering City Schools
Kettering, Ohio

Greetings to all of you. It is certainly a great pleasure to have such a large crowd here this morning to attend this Twelfth All Ohio Guidance Conference. All I

have to say is, the spelling may be bad, but the weather is supreme. I also wish to welcome this morning one of my colleagues and a man from that good Hoosier state, Dr. Berkley. I happen to have a sincere respect for the great institution he represents.

It has been a genuine pleasure to see this crowd come in this morning, and I offer my sincere greetings to you from the Ohio School Counselors Association. Looking back over the past year, it has been a great year for Guidance in Ohio. We were continuously being informed of guidance programs that had been improved or expanded, and we have tried to encourage all of you to continue along this road of progress for guidance in this great State.

During this past year your Executive Council has been concerned with the development of your professional organization. They have been working to create better coordination with the national organization, OSCA, and with our own State professional educational organization, OEA. We are affiliated with both at this time. We have also been concerned with a self-evaluation of our organization. One of the products of this evaluative spirit will be the presentation of a new Constitution in the Business Meeting this afternoon. OSCA has also been most active in the co-sponsorship of professional conferences. Last November, along with the State Department, we co-sponsored a very excellent Elementary Guidance Conference. You will be hearing more news about another one that will be sponsored this Fall. We were also proud to be a co-sponsor of a very excellent Junior High School Guidance Conference in Kettering last May. Most of the work of that Conference was the product of the Junior High School counselors of the city of Kettering.

Your organization has continuously been alert to the problems of legislation for guidance. We have some very warm replies from some of the people in the Congress of the United States indicating their desire to support the development and extension of guidance through the National Defense Education Act. We are proud to say, too, that progress has been made to include guidance in the Ohio Council for Education Proposal which will be presented to the next session of the State Legislature. Above all, we are proud to see that so many people in Ohio are willing to support the guidance movement through their membership in the Ohio School Counselors Association. If you haven't joined, be sure you do so that you can get that special sticker that goes on your name card. As you know, "GO" has been a symbol of the growth of Guidance in Ohio for a number of years.

I would like to remind you of last September 28, 1963, when I had faith enough to say to you, "I suppose if I were to give the remarks of this morning's address a title I would say, 'Guidance Today for a New Tomorrow.' For since the development of Title V of the National Defense Education Act, and since the development of new and more extensive programs of guidance in our secondary and elementary schools, Guidance has come of age. It is now an integral part of the total education of youth in our schools. Guidance is no longer a service available for the asking. It is now an educational process recognized as such. It is a necessity for every child in order that his education today may qualify him for a new tomorrow in a space age world with unknown opportunities, unforeseen social implications, and personal interrelationships. We know the values of our profession to youth, and it is from this knowledge that we must build today an even better guidance program, so

that it is more effective for our new tomorrow." I still believe those words. I sincerely pass them on to you as we start this two-day Conference. I hope that you will leave this Conference with a greater dedication for your work with children, and a greater dedication for your profession in Guidance.

OSCA sincerely welcomes you. We are proud you are a part of the total State movement in Guidance.

William R. Drury

Thank you, Dr. Wogaman. We are now ready to move into the most important part of this Opening Session. I know that it is a real pleasure for me to introduce to you this morning, the man who is the Director of the Bureau of Field Services of Indiana University, who is Co-ordinating Secretary of the Indiana Association of Public School Superintendents, who is a past Ford Foundation Fellow, who is a Past Winner of the Toastmasters International Speech Award, who is a former teacher and administrator and, most of all, who is a real fine gentleman, scholar, and supporter of our guidance movement. I am pleased to present to you, Dr. Dean F. Berkley.

Dr. Dean F. Berkley
Director, Bureau of Field Services
Indiana University, Bloomington
and
Coordinating Secretary, Indiana
Association of Public School Superintendents

Mr. Drury, distinguished guests, and Ladies and Gentlemen. I am a little bit disappointed at the outset that you failed to mention to this group that I am also a Notary Public. I kind of like to have those accomplishments worked in, you know. I do feel sort of like the undertaker trying to look sad at a \$7,000 funeral. You know, someone has said the three most difficult things in the world are, to walk uphill against the South Dakota wind, to kiss a girl leaning away from you, and to respond to a benevolent introduction. I have been able to do two of those things, but at least, Mr. Drury, you were more benevolent.

Well, first of all, you've got to imagine that we have a severe rivalry between Indiana and Purdue Universities. It is kind of like the Ohio State-Michigan situation. Four years ago, the Purdue folks, if you can imagine that, asked me to speak at their basketball banquet. The Chairman on that occasion, less benevolent than Mr. Drury, said simply, "We have the latest dope from Indiana University." I had to respond by relating my first visit there on that great campus six years ago. Some natives looked at me and said, "Say, you're from down at the University, aren't you?" I said, "That's right. How did you know?" "Well," he said, "You got a white shirt on, and your trousers are pressed and you got a necktie. Just figured you're from the University." I said, "That's right. And you're a Purdue man, aren't you?" He said, "Yes, how did you know?" I said, "Well, I saw your class ring when you were picking your nose."

Well, we've all got problems, I guess. Mine is what to talk about. You've got great talents and resources here. Whenever I go to a Convention or a Conference I think of the occasion when the derelict stumbled into a church quite by accident at the moment in which they were reciting in unison the Confession, "Forgive us for those things we have done and which we should not have done, and those things we've not done that we should have done," at which point he, in a moment of exclamation, cried out, "Thank God, I have found my crowd at last!" — and I have.

I suppose I could give a talk of nothing but preliminary remarks, and I am almost tempted to do that. In fact, I may tell you everything I know, even if it takes another four or five minutes. And with all of the talent here, I feel kind of like the dog surrounded by four trees — I haven't got a leg to stand on.

Now, Dr. Wogaman initiated this request of my coming over here. He said that he wanted something light with no message, and that I come highly recommended. So, here I am.

You know, we had hash on the menu the other night and my wife said to me, "Would you say the blessing?" and I said, "I don't think I need to. Everything we've got has been blessed before." I know that anything I might relate to you has been said before, and perhaps more effectively, but I want to point out and let you decide for yourselves that I have nothing pedantic, or provocative, or professorial to relate this morning.

I suppose that when a man is haunted by a source of inspiration he turns to the basic and great source. In this case a story in the Old Testament pivots around a person by the name of Joseph, who in his lifetime had grown to be one of the

foremost figures in Egypt, one of the 70 descendants of Jacob, who died as did all of his brothers in that generation. The Israelites were prolific and soon the land was filled with them. And we find this simple statement in Exodus that stands out, "There arose in Egypt a new King who knew not Joseph." I suppose a contemporary adaptation of that remark might well prompt us to suggest that a good product, or good service, or an institution, or a counselors association, or an organization, or an idea, must be sold all of the time and promoted and worked at because every day Joseph dies and there arises new Kings who knew not Joseph. Now, I am not for a moment minimizing the desirability of new Kings, but what I am suggesting is the fact they can be invigorating and challenging and bring new ideas. I am suggesting that there are Josephs on the Ohio scene. What we must do is see to it that new Kings do not arise who didn't even know that we made a contribution.

So that "Guidance Today for a New Tomorrow" may become a reality, I share with you three things. One of them came to my attention serving in a little high school out in South Dakota. We had a boy in that school who was so mean that when he was in the fifth grade his parents ran away from home. Now, I have always felt that boys will be boys, but they don't have to be the James Boys. Finally he did something that prompted me to call him in and I said, "Now look. You've got to go home, and you can't come back until you bring your parents with you." I think that on that occasion I was right. Four years later I got a letter from that boy. He was a Fullbright scholar at the University of Oslo, and he said, among other things, "Remember the time you sent me home and told me I couldn't come back until I brought my parents with me?" He said, "I think you were right, but what bothered me on that

occasion was you didn't seem to care." And the haunting refrain of Emily Dickinson came back, for it was she who penned the lines:

"If I can stop one heart from breaking
I shall not have lived in vain.
If I can ease one life the aching,
Or cool one pain
Or help one fainting robin into the nest again,
I shall not have lived in vain."

I thought I'd work it in there. It's the only quotation I know. For a while, I didn't know whether it was going to fit or not. I had an English teacher one time who said, "You ought to always say something from memory. It makes you look good." In fact, I think she was the same teacher on one occasion that said, "If I say I am beautiful, is beautiful an adverb?" Some kid said, "Hell no. That's a supposition."

How much do we care? And there is a need to care as Josephs on the Ohio scene. I remember a winter morning in Dakota. One time a little fellow came to school all bundled up. The teacher got the muffler off and his overshoes, and struggling with the parka, blurted out in a moment of consternation, "Did your Mother hook this coat for you this morning?" and he said, "Hell no. She bought it at J. C. Penney Company."

Sometimes it isn't easy to care. I don't know whether you have the problem in your school, as we do in Bloomington, of class pictures. You know these elementary children come home, and they've got to have a \$1.00 or \$1.50 to buy one of their class pictures. We had a fifth grade boy recently that raised the haunting question, "Why?" This is a good question, but the teacher had heard it before and she said, "Just think! Twenty-five years from now you can look at that picture and you can say, 'There's Steve, he is a counselor down at the High School. There's Paul, he is a

Veterinarian in town. And there is Polly, who married the local doctor.'" A little girl giggled in the front row, and the teacher said, "Sally, what's the matter with you?" She said, "There's teacher, and she's dead."

Well, sometimes it is not easy to care. I slipped into a meeting of the Municipal officers in Ohio last night and I heard Anthony Celebreeze giving a talk. I was quite interested in the fact that he said by 1980 eighty percent of the population of this country will be living in suburban areas. I stopped to think, when I heard that, of the fact that this country, on one occasion, had a million Indians. If you know anything about their history, they had periods of prosperity and desperation, but on occasion they just about starved. And then a white man came along and he chopped down the trees and he polluted the rivers and the streams. We've got now not a million, but a hundred ninety times that, with the highest standard of living the world has ever known. Ours is the only nation plagued by a surplus in a sense. We, as individuals on the average, eat 1488 pounds of food a year, and from what I can observe, most of it goes to waist. But we've got 8,000 new citizens this morning for breakfast, and we will have the same again tomorrow and the next day, and the next. It's much like the woman with ten children who, when asked the question, "Are you going to have any more?" said, "Well, what do you think? You don't want the youngest to get spoiled, do you?" And over and over it happens.

Twenty-five thousand families moved today in America, and the same number will move tomorrow and the next day, and the next. I heard the other day of a boy in a crowded classroom who copied for twenty minutes before he discovered he was looking over his own shoulder, and it is not going to get any better.

It is going to get worse. Seven out of 100 of our little kindergarten or first grade boys and girls are living in a different State than they did last year, and 20 out of 100 of them are living in a different house. One out of 5 of us are living in a State in which we were not born. We will have a community turn-over of about one-third in a period of 5 years. This is reality. Let's not shut the door on it. It also says to us, however, that we have a lot of people who are, in a sense, partial citizens. They're here until a better opportunity comes along. Ninety percent of our population growth from the last decade concentrated in 152 metropolitan centers in 39 of our States. You well know, in your particular area of concern, what the implications of this are with respect to the demands in terms of labor and population. I think we've got to care a little bit about the fact that if someone has suggested that this is a manipulated era, the products and services are being promoted with greater skill than ever before in our history. We have 1700 daily newspapers, 3700 radio stations, 530 television stations, 75 million telephones, 8400 weekly publications. A part of the continual barrage of sights and sounds is bathed in a flood of symbols pouring in at us constantly. Talk all around us playing loud, big, back, double, idle, and just talk! It is amazing we can communicate one with another. It is all the more important that we establish a person-to-person relationship whenever humanly possible. We have better information than we have ever had before, but in many cases we are more confused. It is a lot easier to get swept up than swept along with the idea tugging and pulling at us. This is all the more reason that it is important that you have meetings like this to talk about some new ideas, reinforce some thoughts, and extend a hand of fellowship where there is a real concern.

It seems to me that the danger is that we've got to make very clear the difference between mass education and education for the masses. We must be willing to care to focus on the task of individualizing our program. This is your role lest new Kings arise who didn't even know that we made a contribution. This is accentuated by the fact that we are, in a sense, technological atoms. We are the first generation unable to predict what tomorrow is going to be like. We are engulfed in a rapidly ascending curve of technological progress that makes the electronic wonder of yesterday obsolete tomorrow.

We are now talking about television screens you can hang up on the wall, or houses with detachable rooms, or electronic food preparations, or if Indiana University and Crest toothpaste had, or know, anything to do about tooth decay. In fact, they tell me, in five years we'll know where the yellow went. We are talking about going to New York and on to Paris in two and a half hours, or ride in a jet plane that will go the speed of gossip. We are talking about automobiles you can steer down the super highways by remote control, leaving the hands free to — well, leaving the hands free. The other day my wife came in and she said, "I dented the fender on the car. If you want to look at it, it's in the trunk."

I don't know whether you heard about the Hoosier that moved out to Los Angeles. There he was in a land of 180 million automobiles. He said, after a while, to some native, "I hate it. I don't mind the people, but I just hate all the traffic. I'm afraid to get on the freeway and tollways." To this the Californian said, "All you need, my friend, is a little experience." He then asked, "How in the world do I get it?" "Simple," was the reply. "Get up at six o'clock on Sunday morning. The Jews

will be down at Palm Springs, the Catholics will be at Mass, and the Protestants will be asleep." He did. He got run over by a Seventh Day Adventist!

With all of this great technological progress, I am prompted to remind you that if it weren't for Edison we would be sitting up nights watching television by candle-light. You know, some years ago on that South Dakota farm, I suppose it was three years after rural electrification came along before my dad would hook on. And I am convinced, in my own mind, that he didn't believe that electricity was here to stay. We shelved the kerosene lanterns, and three days later a salesman came around and sold my Dad two milking machines, and took the only cow we had as a down payment on the darn thing. It began to dawn on me then that the great American virtue of perspiration was being replaced by inspiration. The sheer virtue of sweat was giving way to creative thought and to independent inquiry, and to a realization of self. The greatest commodity we can give to the world today is not manpower, as was true then, but brain power. It is an urgent concern to teach our boys and girls to do something, to understand themselves better, because the greatest manpower surplus in America in two years will be among those between the ages of 18 and 20 who can't do anything.

How much are we willing to care? Give thought to the pressure on the one hand to those of us and those with whom we work to succumb to those who would do our thinking for us. Contrast this with the urgent need, on the other hand, for self-direction. If the object is to help the individual help himself, then the first concern must be to care lest a boy or girl loses his most precious possession which is his individuality. As I have said to administrators all over the midwest, the biggest single challenge that we face is the question of how in the world do we sustain

creativity and individuality in an era of greater universalization of education. And this, in a sense, becomes your responsibility. How much are we willing to care?

Now, the second monosyllable, it seems to me, occurred one time when I went out to my Alma Mater to dedicate a new Girls' dormitory. Now, those who knew me in my undergraduate days knew that this was no mere coincidence. I remember the old one, and I remember walking up the corridor late one night in a darkened hour when the custodian came along and flashed his light in our faces. He said, "You gonna kiss that girl?" and I said, "I wouldn't think of it!" He quickly replied, "Hold my flashlight then, will you?" How much do we share?

We took off from Indianapolis yeaterday, sat down next to a lovely young lady, got airborne, and she had to go someplace. She said, "Will you hold my seat?" and I said, "I would" and I did, and I have to go to court early in the morning. How much do we share?

I remember the Student Body President on one occasion who got up and said, "Everybody in attendance go home. Go home and thank someone because they were willing to share their ideas and their talents, their resources, and their energy." The strength and the vitality of the Ohio School Counselors Association is predicated on your willingness to be here for a couple of days, and to share a little. The strength and vitality of any professional association is predicated pretty much in our willingness to share the ideas and the talents, the experiences, the successes and the failures.

Let me suggest two things. One is evangelism. Now, some of us have shied away from this word a little bit because of our more liberal connotation of it,

I suppose. But it is a good word and ought to be in our vocabulary. I think often of the Evangelist who came out of the hills of Missouri one time, shocked, overwhelmed, and baffled on a hot August day, when he went up to St. Jo, because boys and girls were swimming in the same pool. He didn't like it. He thought about it. He went back and preached a sermon on the sin of the boys and girls of St. Jo. He said, "Brethren, do you know that boys and girls were swimming in that same pool, and those girls had little more on what would fill a coffee cup?" "Why," he said, "There is more cotton in the neck of an aspirin bottle than what they had on." And somebody said, "Parson, what were the boys wearing?" He said, "I don't rightly remember." Now, we can see about what we want to see. We can see beyond the walls of this particular auditorium.

You know, talking about Evangelism, I heard about a fellow that came in to town one day and decided that before he would start his series of meetings he would drum up a little business. So he came upon some fellow and said, "Say, is this the Christian family?" And the guy said, "No, this is the Wogamans. The Christians live on up the road a couple of miles." "Brother," he said, "You don't get what I am trying to get at." He said, "Are you lost?" Wogaman replied, "No, been here a number of years now. Know our way around pretty well." "But Brother," he said, "What I am really trying to ask you, are you ready for the Judgment Day?" Wogaman then replied, "When is it?" "Well," he said, "It may be tomorrow, it may be the next day." To this Wogaman said, "When you find out let me know. My wife will want to go both days." Well, in the first place, we can see about what we want to see in our school situation, in the counselor's office, in an associational relationship, and it is well to remember that every day is a Judgment Day.

We get evangelistic on occasion about vitamins and diets, and automobiles, and football. I was speaking to the teachers up at Green Bay, Wisconsin, and do you know, when they interview teachers in Wisconsin, they ask them this question.

"Do you have any bad habits, like smoking, or drinking, or eating margarine?" We get evangelistic about a lot of different things. But doesn't evangelism mean regardless of whether you are in the pulpit, or in the counselors office, or in the administrators room, or in the business enterprise, simply to share with others the good news that has happened to us? There is some good news in Ohio! There is some good news about what we are doing with respect to enabling boys and girls to develop a realistic picture of self. There is some good news with respect to the research being done in testing. There is some good news with respect to the enhanced quality of the personnel on the scene as the years go by. But we dare not negate the desire for improvement by developing a complacency about the good news that is taking place. Important as it is to share with others, there are a lot of parents who are unfamiliar with the role of the counselor. This is something new on the scene since they were in school in most cases. We also need to share the fact that the Guidance office is not a solo function, but a community enterprise, in a sense.

I think often of the occasion when the pilot and the engineer got into a violent argument about which was the most difficult job in the little ship. In order to solve it they decided to trade places, and so the pilot up in the engineers room called up and said, "I've got to admit I'm defeated. I can't get these darn engines started." The engineer up in the pilot house said, "That's all right. We've run aground." This is no solo enterprise, no singular endeavor, but a community enterprise, if you please!

This is very important because you serve as a vital intermediary. You are an assessor of sentiment. You are communicators with multitudinous contacts. You are the buffers, the shock absorbers, the little men who can provide so much vital information with respect to the feedback of school and the community. Yes, we need to share the good news, but we also need to share the importance of our role, and of our needs, and of our concerns for our problems as articulately as possible. And, we need to share the climate for learning, as well as the environment for learning, too. We dare not be a part from, but a part of, this vital important role.

I will never forget the first day when I went to that little one room school out in Dakota. With great fear and apprehension I walked to that little school with a brown paper sack and a peanut butter sandwich in one hand, and some crayons in the other. Miss Mercer stood out on the front stoop of that little school and said, "Dean, we have been waiting for you." I was thrilled and excited, because how did she know that I was coming? She was the kind of a person who, when the Superintendent had come and gone on one occasion said, "Isn't he a gentlemen? Did you notice how he opened and closed the door?" A little thing. But she created the climate for learning, the environment, the atmosphere, the image, or whatever you want to call it. Well, I must in all honesty tell you that a year later I came and she stood there and said, "Dean, we have been waiting for you!" You see, I created a climate, too. I don't believe she realized, nor do many of us perhaps, that each and every one will influence 900 individuals either positively or negatively in the course of a year. Hopefully it is the former. Every teacher in the building has, on the average, about 27,000 pupil contact hours by which he creates the climate over which the students have no choice.

I will never forget the first day of school one time. The principal got up and he said, "Now folks, this is only a suggestion, but don't forget who is making it!" Now, he created the climate. He was a directivist, I suppose, but somebody sitting next to me said, "You know, he is the same as he was 25 years ago." I said, "That is impossible." He said, "That's what I mean — impossible." We always used to have a faculty member, a retired faculty member, who used to come to the Faculty Meetings. Somebody said, "Why?" She said, "I want to die in a faculty meeting." Somebody else said, "Why?" To this she replied, "The difference will be imperceptible." We create the climate.

Of course, it is always good psychology to know all the names of the boys and girls. I remember I was principal of a little high school out in Dakota one time, and I, early in the fall, hazarded a guess at a guy going down the hall, and I said, "John?" And he said, "No, Library."

Now, we create the climate at home, too. The other day one of our boys said, "I want a nickel for being good," and his mother said, "Why, we don't pay little boys. Why don't you be good for nothing like your old man?" Just day before yesterday I asked one of the boys, a fourth grade boy, when he came home, the inevitable parental inquiry, "What did you learn today?" He said, "Nothing. The projector broke."

You know, there are some people who inevitably ask the question of my wife of how she met me. This is a simple story, really. I grew up on a farm out in Dakota and we were isolated. In fact, we were so isolated we had to have our own tomcat. Anyway, she came to visit one time, and I was sloppin' the hogs. Now,

some of you folks know what I am talking about. Since I have moved to the University I have to say that I was providing appropriate nutrition for the swine, but I was sloppin' the hogs. And you know what she said? "Dean just sort of stood out."

We create the climate whether we like it or not and we do it in a lot of ways. I have a banker friend and I went in to get a loan the other day. He said, "Have you got any collateral?" I said, "If I die and go to Heaven I'll send it to you, and if I go to Hell I'll hand it to you."

I have had a little throat infection the last few days and I was in to see the Doctor the other day. There was some woman in there getting the preamble to her constitution and I had to wait out in the reception room and read the newspapers and magazines and that sort of thing. That was terrible about the Titanic, wasn't it? I finally got in and Doc said, "I hope you don't mind waiting." To this I said, "Well, that's all right. I thought you wanted to treat this in the early stages." I then said, "Doc, how do I stand?" He said, "It's a miracle." I said, "I'm worried about my hand shaking." He said, "Do you drink much?" and I said, "No, I spill most of it."

We used to be able to walk up and down the main avenue of our hometown and ole' Doc would come along and doff his hat and he would ask how gramp's lumbago was, or mother's shingles, or baby sister's broken arm. He seemed to care! Now you go in and you are ushered into a little room and you wait there an indeterminable period of time and finally somebody sneaks up behind you, and in a professional tone utters two words, "Bend Over." Well, no wonder he doesn't recognize anybody the next day. I submit that the health of America may well be predicated on our ability to bend over. When I was leaving the office I heard him say in a very solicitious tone

to a young lady there, "Mrs. Jones, I got good news for you." And she said, "It's Miss Jones." And he said, "Miss Jones, I got bad news for you." You see what we do in terms of the climate we create can be good news or it can be bad news.

We are now collecting some research evidence to indicate, for instance, that the number of dropouts is often connected to the matter of the climate we create and of the environment we create. Your job is a partnership in creating that climate. While we are doing it we ought not forget the five most important words in the English language which are, "I am proud of you." The four most important words are, "What is your opinion?" The three most important, "If you please." The two most important, "Thank you." The single most important word, "You," "We," "Our." This is less sophisticated perhaps than any of us, but I think it says it better.

In a general store in southern Indiana the fellow has up on the wall the slogan, "The reason people pass one door to patronize another store is not because the busier place has finer silks, gloves, or lace, or special prices, but it lies in pleasant words and smiling eyes." The only difference, I believe, is in the treatment folks receive. How much are we willing to share?

Lastly, how much are we willing to dare as the King and the Josephs on the Ohio scene?

One day I came home from school a bit earlier than usual, about 10:00 in the morning, and one of the boys said to me, "Follow me." He took me over to a vacant lot and the contractor had left a great pile of lumber over there. He picked out a precarious spot and excitedly said, "Dad, that's where I stood!" I said, "Now, you know better than that. I told you not to fool around in that lumber. You may fall down ahead. It might help you."

and get hurt." Then it dawned on me. Don't I want my leader to say "This is where I stood," or "This is where I stand." More important, as Ordway Tead put it, "I want to know where he stands and that he is willing to change his stance in the light of appropriate evidence." We dare not become like the church custodian who, when asked the question, "How do you get along with all these women groups?" just shrugged his shoulders and said, "I shove it into neutral and let them push me around."

There are some new Kings, such as testing, teaching machines, television, and flexible scheduling. There are new Kings rising daily on the scene who may not know that we made a contribution unless we are willing to dare a little bit ourselves. It is not easy to rise up to the wise use of the inevitable fine and multitudinous challenges and resources rather than the blind acceptance of letting these tools do our jobs for us. The real test, in the next decade, is in terms of our use of the resources. How much are we willing to dare to recognize the vulnerability, from a public relations point of view, of the role of the counselor, or of reporting the results of our testing in understandable terms? The whole matter of translating the mumbo-jumbo of our professional language into language that other people can understand is our challenge. You see, one half of the adults are reading at the elementary school level. Three million Americans can't even read the anecdotal report, or the report on the report card, or the comments on the report card when it goes home. And sometimes, because we fail to relate our specialized language we get trapped, resulting in misconceptions, hostility, and open defeat.

I intercepted this note one time from an elementary principal just before it went out. "Dear Parent: You will be interested in knowing that the results of a Battery

of Reading Ability Tests given to the fifth grade pupils in Lincoln School last Spring revealed the fact that the scores of these children are 11 percent higher than the mean scores of fifth grade pupils in the country. When one considers the standardization of the test, however, it leads us to believe that our actual performance is much better than the comparison cited above." You can understand it, maybe, but I doubt very much if parents can make any sense out of it at all. It is kind of like the report card comments that went home which said, "Mortimer does not socialize well with his peer group." Well, with that name, I don't know how in the hell he could. I don't think the parents understood what was meant. Now we can get brutal. I brought home a report card one time that said, "Dean contributes to group singing by effective listening." Well, that's brutal. Then there is the counselor who, after having given an aptitude test to a ninth grader and was relating the findings to the parents, said simply, "He is best suited for the eighth grade." Now, I am not so much worried about the latter as I am the former. It is linguistic trickery that we sometimes use in thinking up some new word to do away with something unpleasant. Our good intentions are just not enough.

I was up on a stepladder one time and I said to one of the boys, "Go get me a screwdriver." He disappeared and was gone a long time. Finally he showed up and said, kind of apologetically, "Dad, I found the vodka, but I can't find the orange juice." Now, good intentions just aren't enough. It is the ultimate interpretation that makes the difference in terms of understanding.

I heard of a woman that went into a department store down here and she said to the manager, "I would like to try on that blue dress in the window." He said, "Go ahead. It might help business a little bit."

Our good intentions about relating to the laymen, the patron, and the parent is not enough. It's the ultimate interpretation that makes the difference. We constantly need to look at this as we might a tennis game, with its serving back and forth, until we arrive at some mutual understanding.

How much are we willing to dare to say, "This is where we stand." "Yes, there are some deficiencies." "Yes, there are some shortages." I keep repeating time and time again that the basic purpose for all of this is to evaluate and to improve instruction. How much are we willing to dare to look at some of the duplications, the mania about college entrance at the moment, the added cost and pressures on boys and girls? Go home and view your results with candor. Maintain a freedom from complacency and a restless search for improvement.

A little fellow got to take over the pilot wheel one time, and the old Captain said, "Son, you follow the North Star." And they did. And everything went well for a while. And finally the boy hollered out, "Captain, come on up. We've passed it. Pick out another one." There are some people who would pick out temporary kinds of North Stars. A lot of the fuzzy ideas that abound are the result of fuzzy words on occasion. This is no long distance call. How much are we willing to dare to explore some of the new materials and the means of improving the quality of the educational experience? How much are we willing to dare to say to those people who hold in their hands a blueprint for yesterday that the interstate highways are not now being built with shovels, the astronauts are not riding around on balloons, and that cancer will not be cured with Castor Oil? You do not produce the vice-presidents in charge of tomorrow unless we know something about each one and he knows something about

himself. You don't produce the vice-presidents in charge of tomorrow by maintaining and sustaining the incredible disparities that exist from one school to another, or within schools. You don't produce the vice-presidents in charge of tomorrow by sustaining the rigidity that characterizes too many of our programs. Go home and get on your woodpile, wherever it might be, and mull over some of the ideas of this Conference. Consider the possible courses of action. Savor some of the stories, if you will. Contemplate the techniques and reflect upon the contributions that we might make as the Josephs on the scene at home. Now you might suggest to me that I do the same thing for I promised my boys that I would take them on an overnight hike tonight, and I've got to catch a plane in about half an hour. If, however, because of my inadequacy and inarticulateness you don't remember anything I said, take this story with you.

Last Christmastime I was trying to get the tree straight in the front room, and under suppressed oaths, saying some things I wouldn't even share with you. In toddlerhood a little two and a half year old daughter, typical of the little girl who lives down the street or in your own house with boundless energy, enthusiastically talkative and curious, and she toddled over to the tree and plucked a limply hung branch on the bottom and held it out and said, "Daddy, put it back." I was overwhelmed, really. How was I able to tell her that once you break or mutilate something you don't put it back? Sometimes when we break or mutilate our convictions and commitment to care a little, and to share a little, and to dare a little, you don't put it back. I would hope and pray that when we get together again sometime we will not hear the haunting refrain off the walls of this room or any place else, because we have failed to hear the haunting refrain now, "Put it back."

It has been a wonderful audience. Good luck to you. I am hoping that we, because of our willingness to share a bit, and to care a bit, and to dare a bit, will not hear the haunting concern of those who knew not Joseph.

William R. Drury

Thank you, Dr. Berkley. My only complaint with that presentation could be that I can't read my ad-libs through my tears of laughter. I will say this. Perhaps our Planning Committee can't spell, but I surely think that they know how to pick someone to kick off a Conference.

The final task that I have here this morning is not really a task at all. I think that all of us who have attended these Conferences over the past number of years have enjoyed them. I don't believe, however, until you get into the position of having to help and plan a Conference you fully appreciate the contribution of Dr. Charles Weaver. He is able to do more things in a shorter period of time than any man with whom I have ever had the pleasure of working. It's with a great deal of pride, and a sincere public thank you to him for the things he has done for me in trying to get this Conference together, that I introduce him to you to give you the Signals for the Conference.

FRIDAY LUNCHEON REPORTS

**Dr. George E. Hill
Distinguished Professor
Ohio University, Athens, Ohio
and Chairman**

National Committee on Counselor Education Standards

My purpose in being here is to make a very brief statement with respect to the Standards for Counselor Education which were adopted by the Senate of the American Personnel and Guidance Association in San Francisco in March of this year. As many of you know, for well over 5 years, the Association for Counselor Education and Supervision, ACES, Division II of the APGA, of which my colleague Dean Hummel is currently the national President, has been attempting to develop a set of tentative standards for the education of counselors which could be applied and which might ultimately lead to what, in my opinion, is one of the most essential requisites of a true profession; namely, a rigorous means of evaluating the education of its practitioners. I have been prompted by this experience with the ACES Standards Group to turn back a little bit into history and to re-read the Flexner Report of many years ago on Medical Education. If you know anything about the history of medical education, you know that the great union of the medical men, they don't like to be called that, is the roughest and strongest union in the United States of America. For a while the American Medical Association didn't amount to very much. The respect generally accorded to the medical profession was not obtained until they brought in a tough, hard-minded guy by the name of Abram Flexner. He studied medical education in the

United States and issued a blistering critical report of how medical men were being educated. The AMA then had the courage to apply this Report. They then had the courage to maintain over the years what I have called rigorous evaluation of the preparation of their professional members. This is what the American Personnel and Guidance Association under the leadership of Division II, ACES, and with the full cooperation and help of the American School Counselors Association, ASCA, are now attempting to do. All I want to do is say this. If, in the State of Ohio, the attempt to apply these Standards on an experimental basis for a three-year program lying ahead of us is successful, it will depend in no small measure on whether you people, the school counselors, the guidance directors, the guidance supervisors, and our colleagues in the field of school administration and instruction have the courage, and the time, and the professional zeal to make the application of these Standards meaningful.

Yesterday at the meeting of the Ohio Association of Counselor Educators, we invited OSCA to consider the possibility of participating in a formal way in our program for the application of these Standards for Counselor Education Institutions in Ohio. There was a good omen in this meeting, because the whole morning session was a panel, a symposium, in which Bill Drury and Wogle and Ruth Bowers and Ed Gay, for example, were active participants. They told us what they thought of Counselor Education and, my dearly beloved friends, may I say, they told us! It was all most helpful and most stimulating. This was a good omen. All I want to say, then, is that as this year progresses, and the year after and the year after, for this is a three-year program, when you are called upon to help as a team to come in to look at a program of counselor education at one of your universities or colleges, I hope you

will remember and really will believe, as I do, that the future of our profession depends very, very much on how well we do this particular job of evaluation. Thank you.

Dr. Thomas Campanelle
Professor of Education
The University of Dayton
and
State APGA Membership Chairman

I'm here this afternoon to motivate you a bit in joining the American Personnel and Guidance Association, our National Association. The American Personnel and Guidance Association is our National Parent Association founded in 1952. It centralizes a strong professional guidance movement composed of six divisions, many of which can trace their foundations back to the beginning of the organized guidance movement.

APGA, the American Personnel and Guidance Association, is a professional organization that attempts to promote and stimulate the exchange of professional experience through publications, research, and national, regional, state, and local meetings such as we are having here today. The aim of our parent organization is to unite in action and in spirit a general understanding and acceptance of the principals, practices, philosophies, and professional standards of the guidance and personnel movement. You may become a Provisional Member of the APGA immediately by sending in your dues. At that point you will receive the Personnel and Guidance Journal and an Application Blank for Divisional Membership will be sent to you. Most of us will be in Division V, ASCA, the American School Counselors

Association. The dues may sound a little heavy, but remember, this is our Parent Association, and the obligations are many. Membership dues in APGA and one division are \$22.00. For Graduate Students the dues are \$11.00. Let us join this Parent Association! We, as a State Organization, will demonstrate our strength and vitality only when we back up, as members, the National group.

John G. Odgers
Director, Division of Guidance and Testing
State of Ohio Department of Education

I want to tell you about something new that is happening in the State Department of Education, Division of Guidance and Testing. Some of you old-timers, five or more years old in this business, will recall that the Ohio Scholarship Test Program was a separate unit prior to 1959 when the Division of Guidance and Testing was created by bringing that unit together with our Guidance Services Section and adding the NDEA Program. Since that time, as we have been going around the State, we have been getting comments and helpful suggestions from many folks with respect to ways and methods of improving our State Testing Program. I thought you would be interested in knowing that we have had a Committee working for the last year in consultation with the Educational Testing Service at Princeton. We now have a proposed revised State Testing Program to present to the schools of the State, but we want your help before we finalize it. A series of five Invitational Meetings have been planned for the month of October. Fifty letters went out yesterday to fifty superintendents of schools asking for teams to come from those fifty schools to one of the five conferences. The teams include the school administrator, elementary and secondary instruction

supervisors, the persons in charge of testing, and persons with assigned time for guidance. We hope that if your school was one of those invited you will encourage your superintendent to have a team participate. In this way you can help us in the final decisions which we believe will bring major improvements in the Testing Program for the next school year.

I mention this now by way of a little plea. Most of you know that Ohio Scholarship Tests is a self-supporting organization. We don't get that first cent of general revenue money, so we have to live on the income from the sale of tests. As word spreads of the possibility of a new testing program next year, we hope that no one will decide not to participate in our program this year. It is obvious that if schools don't continue participation this year as in the past, that we might not have any program at all next year. The same thing is true with respect to the first year of the new program.

We hope to get announcements out early in the spring ahead of budget and planning time so that you can see our program for the coming year. If it looks good, we want you in. If it doesn't look good, we don't. It's a voluntary program as it always has been.

We believe that you will be interested in knowing that there are some new things coming. These won't be just the ideas of two or three people. We've already had a good deal of help in developing new plans, and we're bringing these plans to the schools of the State for final decisions. It is our hope that we'll be ready to give you further details shortly after January 1st. Thanks.

BANQUET INVOCATION

**Lance Shreffler, Counselor
Upper Arlington High School**

Our God and our Father

We come to You stuffed with ideas but in constant need of Your wisdom.

**We come to You without food for the body and in need of Your word
for the nourishment of our hearts.**

**It is difficult to pause at this hour and think of Thee when our minds
are so much claimed by food.**

**But turn we must, because it is only by Your grace that we live this
day in this world; it is You who has provided the food before us.**

**Such things as waking, eating, enjoying companionship only serve
to remind us that we are ever in need of giving thanks to You.**

**May we be sustained by Your strength so that we may selflessly serve
in a responsible manner towards all the students who are with
us in our situation.**

To this end we pray, O Lord.

Amen

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BANQUET PROCEEDINGS

Dr. Robert L. Gibson
Chairman of Department of Guidance and Counselor Education
University of Toledo, Toledo, Ohio

I know I speak for the entire group here when I say that we certainly appreciated the Capitol Lads Barbershop Quartet aiding our digestion at this point of the evening. Now, Ladies and Gentlemen, we are extremely hopeful that we can adhere to our schedule for this evening. I know that you people are extremely hopeful that we can also. It is certainly a pleasure to welcome the counselor educators and other educators and our guests to the Banquet for the Twelfth Annual All Ohio Guidance Conference. Our theme, "Guidance Today for a New Tomorrow" was impressed upon me by the Committee when they said, "Now look, this means we want to get out of here today, not tomorrow, so you keep the program moving." So my comments will probably be minimal tonight.

I will inform you, however, that I should bring some sort of a brief inspirational message to the group. I will attempt to do this even though you will have to bear with me through the title of this particular message because it was taken from an obituary column. This is entitled, "Teacher Wills \$90,000 to Scholarship Fund." I want you to note the characteristics of this very fine, grand, lady of the teaching profession. The letter follows:

"Mr. C. C. Dodd, brother of the late Miss Elsie Dodd, a teacher and counselor in the Harbor City Schools for 41 years until her unexpected death last month, announced today that his late sister had willed the amount of \$90,000 to the State University Scholarship Fund."

Seemingly anticipating the question in this reporter's mind as to how a school teacher could possibly amass such a fortune, Mr. Dodd pointed out,

"that his sister had earned her degrees at an early age. She was one of the first certificated counselors in the State, had regularly tutored students and taught summer school for extra pay, was a life member of the professional organization, had won the State Teacher of the Year Award in 1959 and the accompanying stipend of \$100. She had always been industrious, conscientious and at the same time thrifty, and had only last year been willed the amount of \$89,600 by her late Uncle George."

Well, it seems you should choose your relatives wisely.

INTRODUCTION OF GUESTS

Speaker's Table

Mr. Jesse Owens, Chicago Youth Leader, Owens-West Associates, Chicago.

Dr. E. E. Holt, State Superintendent of Public Instruction and Second Vice President of the Council of Chief State School Officers, and Mrs. Holt.

Colonel Edgar Cochran, representing the Honorable James A. Rhodes, Governor of the State of Ohio.

Mr. John G. Odgers, Director, Division of Guidance and Testing, State of Ohio Department of Education, and Mrs. Odgers.

Miss Mary Jane Yoder, Counseling Staff of Oak and River Forest High School, Oak Park, Illinois.

Mr. Lance Shreffler, Counselor, Upper Arlington High School, and Mrs. Shreffler.

Dr. Charles E. Weaver, State Guidance Supervisor and Conference Coordinator, and Mrs. Weaver.

Mr. Gilbert McNeal, Director, Ohio University Branch, St. Clairsville, Ohio.

Dr. M. A. Wogaman, Assistant Superintendent, (Pupil Personnel) Kettering City Schools and President Ohio School Counselors Association, and Mrs. Wogaman.

Mrs. Walter E. Saettel, Secretary to Dr. M. A. Wogaman, Kettering City Schools, and Mr. Saettel.

Mr. Albert G. Giles, Coordinator, State of Ohio Office of Opportunity, Columbus, and Mrs. Giles.

Mr. Francis W. Spicer, President, State of Ohio Board of Education, Akron, and Mrs. Spicer.

Dr. Alberta Turner, Chief, Specialized Services, Ohio Youth Commission, Columbus, and representing Wayne D. Fogle, Chairman, Ohio Youth Commission.

Dr. Harry A. DeWire, Professor of Christian Education and Psychology, United Theological Seminary, Dayton, Ohio.

Dr. Dean L. Hummel, Director, Department of Guidance and Counseling Education, Ohio University, Athens, Ohio, and President, Association of Counselor Educators and Supervisors.

State Professional Organizations

Mr. James W. Patla, President, Ohio Department of Elementary School Principals and Principal, North Fairmount Elementary School Cincinnati, and Mrs. Patla.

Dr. Thomas G. O'Keefe, Executive Secretary, The Ohio Educational Association, Columbus, and Mrs. O'Keefe.

Dr. Gordon G. Humbert, President, Ohio Association of School Administrators and Superintendent of Canton City Schools, and Mrs. Humbert.

Dr. Lewis E. Harris, Executive Director, Ohio School Boards Association, and Mrs. Harris.

Mr. Carey M. Pace, Jr., Principal, Mohawk Elementary School, Columbus, and representing Burr A. Simpson, President, Ohio Association of Secondary School Principals.

State Department of Education

Miss Margaret McEniry, State Supervisor Home Economics Section,
Division of Vocational Education.

Dr. Clyde K. Miller, Director, Division of Instructional Materials,
and Mrs. Miller.

Mr. Warren G. Weiler, State Supervisor Vocational Agriculture Section,
Division of Vocational Education, and Mrs. Weiler.

Mr. Glenn A. Rich, Director, Division of Elementary and Secondary
Education, and Mrs. Rich.

Mr. Harry F. Davis, State Supervisor Trade and Industrial Education
Section, Division of Vocational Education.

Mr. Robert D. Balthaser, State Supervisor Business and Office Edu-
cation Section, Division of Vocational Education.

Dr. Dean O. Clark, Director, Division of Teacher Education and
Certification, and Mrs. Clark.

Mr. Raymond A. Horn, Director, Division of Special Education, and
Mrs. Horn.

Mr. Bernard C. Nye, State Supervisor Distributive Education Section,
Division of Vocational Education, and Mrs. Nye.

I would now like to move to the next item on your agenda here for this evening
which is the Presentation of Awards. I'm going to ask Gilbert McNeal to present the
Dwight L. Arnold Award.

Gilbert McNeal, Chairman
Dwight L. Arnold Award Committee and
Director of Eastern Ohio Branch of Ohio University
St. Clairsville, Ohio

Dr. Gibson, Platform Guests, Ladies and Gentlemen. It is a great pleasure
for me to make the Dwight L. Arnold Presentation for 1964. I say this for more than
one reason. First, the Ohio School Counselors Association established the Dwight

L. Arnold Award in honor of a person who has contributed willingly, diligently, and unselfishly to the cause of Guidance in Ohio. We are fortunate this evening to have Dr. Arnold with us. You know, he is the one who initiated the idea of the Ohio School Counselors Association. I wonder now if Dr. Arnold will stand so that we can give him a big hand at this time. (Applause)

The purpose of the Dwight L. Arnold Award is to perpetuate among the guidance workers in Ohio a guidance awareness that will cause the State to continue to grow in its strong leadership for the improvement of Guidance throughout Ohio. Nominations for this award are made each spring by anyone who feels they have a candidate that is making an outstanding contribution to Guidance in Ohio. Members of the OSCA Executive Committee cannot be considered. The nominations may be sent to the OSCA President or his delegated representative. A committee then selects the winner. The person making the nomination is expected to submit a full report on the merits of the candidate for this award. This year the Committee screened the nominees and selected a person that we feel Has, Is, and Will Continue to make major contributions to Guidance in Ohio. Recommendations and investigation have indicated the following: He has organized an outstanding guidance program in his community. His Child Study Program patterned from the Maryland Plan and pioneered in Ohio by him has gained State and National acclaim. He is professionally alert and an active participant in local, state, and national organizations. He is well liked and accepted by staff members, parents, and students. He is constantly striving to improve both the method and procedure of guidance services in his community. He is willing to go the extra mile in carrying out his duties and responsibilities in his community and for

Guidance in Ohio. As you know, there is an old saying, "The extra mile has no traffic jams." The Committee feels proud to award the 1964 Dwight L. Arnold Award to a very deserving person, Mr. Edward Gay.

James E. Gay
Guidance Director
Tipp City Exempted Village Schools

Thank you. Thank you very much.

Dr. Robert L. Gibson

Next I'd like to ask Dr. M. A. Wogaman to make the Past President Award.

Dr. M. A. Wogaman
Assistant Superintendent (Pupil Personnel)
Kettering City Schools
and
President, Ohio School Counselors Association

Thank you Bob, Platform Guests, and all of you here this evening.

Tonight I am presenting the Award of Past President to Mr. William Van Hoose who served as President of the Ohio School Counselors Association last year, 1962-63. Since Bill is unable to be here tonight, I am going to ask Dr. Weaver to accept this Award for him in his absence. Last spring Bill joined the Staff of the Dearborn Branch of the University of Michigan.

Dr. Charles E. Weaver
Supervisor of Guidance Services
Division of Guidance and Testing
State Department of Education
and
Conference Coordinator

I am glad to accept this Past President Award for Bill. I had a letter from him expressing his regrets in being unable to be with us tonight. He is hoping that he can be back to attend the Elementary School Guidance Conference in November.

Dr. Robert L. Gibson

I'm certainly glad to find out what was in those flat, suspicious looking, wrapped packages that you fellows were sneaking in here before dinner. At this time Bill Drury, President Elect of OSCA, will make the OSCA Meritorious Service Awards.

William R. Drury
Director of Pupil Personnel Services
Beavercreek Local Schools
and
Conference Program Chairman

Thank you, Dr. Gibson, Platform Guests, Ladies and Gentlemen. It is with a feeling of intense professional pride and great personal pleasure that I present the following honors to two of our fellow counselors. These annual Awards for Meritorious Service have never been more appropriately awarded or more richly deserved. The first Award goes to a young lady who has served two important and fruitful years as Treasurer of the Ohio School Counselors Association. She is a former Counselor

at Lehman High-School in Canton, Ohio, and while there provided outstanding service to both her community and her profession. Incidentally, Mary Jane Yoder has only recently returned from a trip around the world and a three weeks stay with her brother who is teaching in Thailand under the sponsorship of the Presbyterian Church. It's a real pleasure for me to present Miss Yoder this award for Meritorious Service to Guidance in Ohio.

Mary Jane Yoder
Member Counseling Staff
Oak and River Forest High School
Oak Park, Illinois

I want to say "Thank You" to all of you for giving me the privilege of serving you and being a Counselor in Ohio. Ohio will always have a special spot in my heart because it is home. I like Illinois, but Ohio comes first. Thank you very much.

William R. Drury

The next presentation goes to a man familiar to all of us in Ohio. He is my immediate predecessor as Chairman of the Planning Committee for the Eleventh All Ohio Guidance Conference. In addition to being the National American School Counselor Association Membership Chairman, and a former President of the Ohio School Counselors Association, Mr. Gil McNeal, former director of Pupil Personnel Services in the Martins Ferry Schools, is the proud father of a brand new baby boy. If my count is correct, Gil now has four sons to keep him busy on the home front. For all of us who have had the pleasure of knowing Gil professionally and personally, and for the

counselors of Ohio, I am proud to present to Mr. Gilbert McNeal an Honorary Life Membership in the Ohio School Counselors Association for his many outstanding contributions to our profession both in Ohio and on the National level.

Gilbert McNeal

This is really a surprise. I had no idea this was going to happen. I certainly, too, would like to say that it has indeed been a pleasure to work with the counselors in Ohio. Ohio is on top and we'll stay there. So, thank you very much.

Dr. Robert L. Gibson

It is always a privilege and pleasure receiving Greetings from the State Department of Education. This is particularly true when we have the good fortune of hearing from Dr. Holt.

Dr. E. E. Holt
Superintendent of Public Instruction
State of Ohio Department of Education

Mr. Chairman, Distinguished Platform Guests, Ladies and Gentlemen. May I say to you on behalf of those who work in the field of education from the State Department of Education that we do it with all fervor. It is with the same kind of fervor that you do your work with your fellow teachers in your own communities, and we, as you, for the cause of children. You know the call to which you have responded that has brought you to the positions you now occupy. May I say to you from

the spot where I work that we are on the verge of great days, for we hold the center of the stage in the thinking of all facets of education in this Nation. The question is, whether we can deliver all of the things that our society of our day requires of us. As I look at you, I am sure we can. Good luck to you.

Dr. Robert L. Gibson

Thank you very much, Dr. Holt. It is my privilege as toastmaster tonight to introduce our distinguished speaker for the evening. I think of several occasions and different ways that I have been introduced, and will hope to do better. I suppose the most honest one was the time that the toastmaster at a High School Senior Banquet leaned over and said, "Are you ready to speak, or should we let them enjoy themselves a little longer?" This evening I know that we are eagerly anticipating the message from our speaker. I find myself in the unique and favorable position of introducing a nationally famous Olympic Champion, a personable friend, and a constant worker who challenges all youth to do their best. I present to you Jesse Owens who will speak on the topic, "Education, The Key To Future Careers."

EDUCATION, THE KEY TO FUTURE CAREERS

Jesse Owens
Chicago Youth Leader
Owens-West Associates
Chicago

Thank you very much. Dr. Gibson, Dr. Weaver, members of the Diocese, and Ladies and Gentlemen. It is indeed a pleasure to be back in the City of Columbus once again. Certainly it's a tremendous experience to come today, and to have the opportunity of speaking with so many wonderful people.

You know, today has really been a great day! I had the opportunity of coming here this forenoon before going over to the University. There I had a talk with Larry Snyder who is getting set for the football game tomorrow. We had an opportunity to go over to see the new track, and then we did some reminiscing about the good old days. As you might know, we were talking about the upcoming Olympics. We were talking about the young men and the young women who are going to represent this country in the Eighteenth Olympiad in Tokyo, Japan, next month. We were talking about the kind of conditions under which they work today, and the kind of conditions that existed not too many years ago.

You know, you will always find a certain amount of humor in many of the things that will go on, and this is good, for oftentimes, when the Olympic Games come up we too often talk about the many unpleasant things that happen. Just about the first of this month we were in New York and we were working on a program to raise funds for our Olympic Team. We had a program called "Fun for the Money," which started at the City Hall in New York. Mayor Wagner had the torch, and the idea was that I

was to run by him, grab the torch, and then take it down a couple of blocks to somebody else. Well, the couple of blocks looked mighty long and I said, "Well, let's cut it down to a block." They took pictures for publicity, but at this state, that was the longest block I ever ran in my life. Now that we are talking in terms of the Olympic Games, I'd like to mention that people are constantly asking about the 1936 Olympic Games in Berlin. People still ask, "What really did happen?" To tell the truth, nothing happened! Larry Snyder and I, who were over there together, apparently didn't worry anybody, and nobody worried us. I've got a little less hair now than I did then. Maybe Hitler helped us add a few gray hairs later on, but at that time, it was just the Olympics. People ask, "What happened between you and Hitler then?" and we can say, frankly — "Nothing!" Yes, we saw Hitler every day. He looked just like anybody else. Sure, he had a little mustache on, but you know, he put his pants on one leg at a time, just like we do here. People want to know if I shook hands with him. No, I did not shake hands with him. In the first place, they wouldn't let us shake hands with him. We went to run, and run we did, and we had a marvelous time! I'm sorry that he didn't! But here I am in Columbus tonight, and I'm having a ball, and where he is, is no particular concern of mine!

I'm so happy tonight to have the Sisters here to lend a little religion to this program. I'd like to say to them and to you, that I'm very happy indeed to be in a country where people really believe in God. As you all know, Hitler did not believe in God, and at the height of World War II when the war was going rather badly for the German people, he called upon the people in whom he believed, who were the Astronomers. He asked the astronomers if he was going to lose the war, and they said,

"Yes, you are going to lose it!" He wanted to know if, in losing the war, he was also going to lose his life. And they said, "Yes, you are going to die." Then he wanted to know upon which day he was going to die, and they told him, "You are going to die on a Jewish Holiday." Hitler then wanted to know upon which Jewish Holiday he was going to die, and they promptly told him, "Any day that you die will be a Jewish Holiday!"

Now, Ladies and Gentlemen, I have no pearls of wisdom to drop here tonight about boys and girls, mainly because I can't talk about boys. I've got three children and four grandchildren, and they're all girls. That makes me an authority on women, Mrs. Holt, and I can talk about them. Really, tonight I'd just like to review with you some of the past experiences that we have had that may concern your particular chosen profession. To me, Ladies and Gentlemen, you are somewhat like the coach in any institution of learning. You are a very important cog in the wheel, contributing to the success of the institution of learning where you are employed today. Each and every one of us has a job to do. And it's mighty important today for you to exert your efforts and to use the knowledge that you have in giving each child the benefit of your experience.

In order for any coach to be successful, he must be a psychologist, too. He must learn the personality of every boy on that squad who is under his control. Then he must be able to take that boy, work with him, and bring out all the things that this child has. I remember when I first started my athletic career back in 1928. We had a coach that was more than a coach. He was a gentleman that knew every boy on that squad. He knew just what to do! He knew which boys he could say certain

things to, and he had no aversion to putting the boot in the place where it needed to go. In essence, this man could work with everyone on that squad, as well as any child in that school. To us, he was called, affectionately, "The Old Man." And the "Old Man" had more influence in that school than any teacher that I have ever known there. The "Old Man" treated every child as he should be treated, and he did not spare the rod as far as punishment was concerned. He was fair in everything that he did. As a result of that, every child was willing to go that extra mile, and that extra step, just for the "Old Man." In my years in growing up, as I remember his philosophy of trying to know every child, and of giving to each child the things that he felt would make him a better person, I have tried to exert this same influence in the work that I have done.

From what I have noticed many times in our schools today, I wonder if teachers in our institutions of learning have forgotten the day when they received their diploma to teach. Do they remember the silent oath they took at that time that they would be of service to their fellow man by sound teaching and by real concern for boys and girls?

It is important, Ladies and Gentlemen, if you have a child who is doing a tremendous competitive job in the field of athletics, or in that classroom where he sits each day, that we must give him the best of our own lives — our knowledge, our care, and our enthusiasm. It may be our lack of ability to communicate with young people, whether they be stars on the athletic team or in the classroom, that keeps them from doing their best. Too often we want the child to behave the same way we did when we were younger, and it may be that this is not best for him at all. The child may not

have the same tools that we had, and as a result of our lack of understanding, whether we be teacher, counselor, or coach, we may not get over to the child the idea of the kind of game or the position which we want him to play. As a result, we have a very poor team and, consequently, a very poor child. So your job as counselors in the institution of learning, is to be able to know the child that is in for counseling, and to open for him, opportunity. For, Ladies and Gentlemen, as I have said before, this idea of doing the proper things for a child who is presently in school is for the one purpose, and the express purpose, of giving him an education that will grow more valuable to him day by day, and year by year, as he grows older.

We must also be aware that athletics alone is not justification for ignoring the other areas of the child's life. His athletic career is going to diminish as the years go by, and if we are going to pass a child so that he can play on the team in order to win the city, or county, or state championship, and ignore the real needs of the child for an education, we have done him a real injustice. The "proper" thing to do, and the "social" thing to do, is to pass him and let him play. But the injustice that we are doing to this child is something that we cannot measure, because when he leaves our schools and goes on to the higher institutions of learning, that child may not be able to remain in that institution because he is not equipped to do the kind of job that is so important for him to do in order to stay. Then he looks back upon the school from which he has come, and he begins to look at the men and women who had given him the tools of learning and knowledge which have failed him, and he wonders if we are doing the kind of job that should be done.

You counselors are mighty important cogs in the wheel of success for the future leaders of this nation in which we live. Sure we talk about how important it is to win championships, Ladies and Gentlemen, and I feel that we should. I feel that every child should go out for the athletic team, as well as competing in the classroom, because competition should be in both places. But, to me, where you play a mighty important part is in preparing for graduation. You have had that child for three years. You have studied him and you've got a case history on him. If he is outstanding in athletics, before that child goes to another school, I would suggest that you call together his coach, his parents, and the principal, review his case history, and then send him to the institution of learning that has the tools for his capability. There are too many children today that are going to schools that are not equipped to handle their particular needs. And, as a result, there is many an unhappy child. We've got a lot of schools in the country today where the bright lights of athletic competition are calling many young people to the campus, whether they are capable in the classroom or not. They come with rose colored glasses, and are on the campus with many other young people.

While on the campus today, I looked at the bright-eyed youngsters that were there, eager for their first year away from home. Here are valedictorians of classes, as well as some of the outstanding high school athletes from the counties or cities back home. Here they are now, embarking upon this new kind of sea. They are looking for the kind of education that they want, and for the things that they want to do in the future. They have sat down with a counselor, and have chosen a course which they are going to follow. But unfortunately, in the case of too many of our athletes,

they are walking around the campus wearing a pair of imaginary rose-colored glasses. For four years they may walk through the campus looking through those glasses, but upon the day of graduation they will be ready to walk out and those imaginary rose-colored glasses will be snatched away.

For the first time in four years, many of these kids are going to see the world as it actually is. If, during that time, they haven't taken advantage of what that institution of learning has given them in the way of knowledge in science, literature, and education, it will become a very sad day for many of those athletes. It is so true that many companies today will hire a boy because of the headlines that he drew. That is so unfortunate, Ladies and Gentlemen, for as the years go by God is going to take the leanness from the body. Once it is gone, and he is unable to perform as he did in his former years, and if he knows nothing about the demands placed on him by the company that hired him, they are going to let him go. Then he starts going from job to job. He becomes what we commonly call in this athletic world as an "athletic bum."

Lest you have forgotten, not many years ago, and there isn't a man sitting in here tonight shall ever forget that we, who at that time represented the flowerhood of this nation, were engaged in a great struggle to make this country and world a better place to live. Many of our men and women are buried on foreign soils. If you visit our government hospitals in this State, and other States, you shall find many that shall never walk again, and many that shall never see again. Maybe we sometimes wonder why they did it. It was so that we might sit here tonight as a free people, Ladies and Gentlemen, under a democratic form of government, to worship our God

as we please, and to enjoy the freedom of education, the freedom of speech, the freedoms that very few nations in this world are able to enjoy.

It is part of the job of the school guidance counselors to make this a better world, and a better place for mankind to live, and to give to this world greater leadership because of your knowledge, and because of the material that you have at your fingertips today. To me this is mighty important! I work with children, and oftentimes I am called to speak to youth groups that invite me to speak because they think I've got a key to something. Well, now, Ladies and Gentlemen, I have no key. I'm not going to be like the politician that went to the doctor and said, "Doctor, I've got an awful case of gout. Have you got anything good for the gout?" The doctor looked at him and said, "No, my good man. I haven't got anything good for the gout. I'll tell you what I have got. I've got something that will turn gout into fits, and I'm Hell on fits."

Now you know I am not a professionally trained guidance person, nor have I worked with professional guidance people such as you. You do know that I have for many years worked with the Boys' Club in Chicago. In this group were many youngsters from underprivileged homes. These are youngsters that I am justly proud of today. As I look at the youngsters that are there now, and look back at the youngsters fourteen years ago, Christmas time becomes perhaps the happiest time of my life. This is not because of the gifts that we might receive from our immediate family, but because of the letters and Christmas cards that come from the different corners of this world.

The first group of forty-two boys that we had fourteen years ago, who perhaps would have been wards of the court, are responsible citizens today. If it hadn't been for many men and women that lived in the community where the Club was located, and who came day by day and gave of their time and their efforts by sitting and talking with these youngsters about the responsibilities that they had for themselves and within the community; it is very likely these boys, for the most part, would be bums. Here were children that were hungry half of the time! Here were children that came from homes where there might be eight, nine, and ten people in the family, oftentimes forced to live in two-and-a-half or three rooms at the most. And you are going to tell them about responsibilities? It's a job! It's a tough job to try and get close to them.

We would make some of the boys leaders. Others were responsible for certain things within that Club. It cost only 25¢ for membership for a year, but if they did not have the 25¢ they would empty waste baskets, pick up paper, or pick up towels around the Club for a week in order to earn that 25¢ and that card that signified that they were a member of the South Side Boys' Club. These are the boys that are in the Armed Services of our nation today. These are the young men that have earned the right to be called great American citizens because they wear the stripes of this country responsibly in the Armed Services which they represent. Everyone has some stripe or another, and everyone has a certain amount of responsibility. This is all because of people, people that perhaps didn't know much about guidance, but who had it in their hearts from a belief in God which they lived by. As I look at them today, I'm so proud of them!

I have one boy that is going to graduate from the Garrett School of Theology in Evanston this coming December or January. I met him when he was nine years old. I had just returned from a trip in Europe for the Government where we had gone to study the rehabilitation of the young people of the European Theater of War. When we came back, we made our Report to the Government. I then came back to my Club where I found twenty-five young leaders ranging from the age of seven to seventeen, and I made my Report to them. I was telling them about the responsibilities that sixteen year old boys were assuming because their fathers had gone away to protect the home, and of the families in which many of the fathers would never return. Here were sixteen and seventeen year olds assuming the responsibilities that their fathers had left to them. When I finished making the Report, one little boy who at that time was nine years old, said to me, "Mr. Owens, we don't have anything materially that we can give to these young people of the European Theater of War, but I'll tell you what we can do. We can offer, through our God, the understanding of the American people and the love of mankind." With this he stretched out his arms, raised his face skyward, and began to pray. And twenty-four boys dropped to one knee. When the prayer was over, I sat there in the chair with head bowed as over twenty-four boys silently filed out of that room. Later he said to me, "We need a house of prayer in our little Club here." I tried to persuade him to go to the church next door, but he said, "I can't go because I don't have the proper clothing to wear." I told him, "We have clothing in the basement that was given to us by churches and other organizations in our community, and it's clean." He answered me by saying, "I'd like to take some, Mr. Owens, but my mother will not allow me to accept charity."

Here's a boy who came from a home where there were seven in the family. The father had been killed in an automobile accident. There was no money left. The mother was working. She was making \$42.50 a week and of the \$42.50 that she was making, \$22.50 went weekly for the two-and-a-half rooms in which these seven people lived. I told him that he could start his little house of prayer. He came on a Sunday. There were three people. I was one of the three. The following Sunday there were a few more. It was not too many Sundays thereafter that they outgrew this room in the basement of this Club and had to move up to the reception room. There they met for several months. When they outgrew the reception room, they moved into the gymnasium, where they met for a year and a half. Then they outgrew the gymnasium, and I asked one of the fraternal organizations for the use of their auditorium on Sunday.

I don't know whether this is guidance or belief. I don't know, Ladies and Gentlemen, but I do know that they could not come to worship together unless they had earned the right. To be able to build up their community and to do the things that they felt that their God wanted them to do, they would go and stand out in front of the grocery stores and the super markets on Friday and Saturday. There they would wait for the women to come out with their huge packages of groceries. The boys would either take these groceries to the car, or to the homes in which these women lived. Their only reward was, "I want to thank you for your service."

The businessmen were helped, because through the work of these youngsters, the police department, and the teachers in the community, juvenile delinquency was dropping almost to nil. Women that lived outside of the area would come in to do

their shopping because it was safe. These same businessmen, realizing that their take was much greater, would send additional funds to the boys' church. This really helped since not one of the youngsters was over sixteen years old. No one was allowed to put more than a nickel in the collection. It was then my privilege every Monday morning to meet with the boys and deposit this money in the local bank on the South Side of Chicago. On the first of the month, I would sit down with these boys, at which time they would withdraw every dime that they had placed in the bank, take it over to CARE, and there they would buy as many CARE packages as their dollars would allow, sending them to youngsters overseas who felt they were less fortunate than they.

Guidance I don't know, but the love of man I do know. It is this love that has helped these youngsters advance to where they are today. Many of them have ability as artists, many have ability as mechanics, and many of them have gone to higher schools of learning and entered the field of education. It is all because there were people that took time to stop and look at these children, pick out the good that was in them, and then make it possible for them to do the things that would make them the happiest. To me, as long as we can find a child today that has a particular ability and can begin to work with him, then we become conscious, Ladies and Gentlemen, that this child is able to carry out a play, that he can do the kind of job that we want him to do, and that we can send him from our institution of learning with the satisfaction of knowing that we have given the child the best of our knowledge and ability, and that we can be quite sure that he is going to do a tremendous job as the years go by. Yes, our prayer for children today, whether we be coach, Board of Education member, parent,

teacher, or counselor can be, "Give me a child, O God, who will be strong enough to know when he is weak, and brave enough to face himself when he is afraid. One who will be proud and unbending in honest defeat, but humble and gentle in victory. Give me a child, O God, whose wishes will not replace his actions. A child who will know Thee, and will realize that to know himself is the foundation stone of knowledge. And send him, I pray, not in the paths of ease and comfort, but through the stress of difficulties and the thrill of challenges. And here let him learn to stand up in the storm, and here let him learn compassion for those who fail. Give me a child, O God, whose heart will be clear, whose goal will be high, a child who will learn to master himself before he seeks to master others, and one who will learn to laugh, and yet never forget how to weep, and one who will reach into the future and yet never forget the past. And after all these things are his, then I pray, give him enough sense of humor that he may always be serious and yet never take himself too seriously. And give him humility, O God, so that he may always remember the simplicity of true greatness, the open mind of true wisdom, the meekness of true strength. Then I, his counselor, will dare to whisper, 'I have not lived in vain'."

Now to you, Ladies and Gentlemen, the help and the oil of our nation, I charge you to give to this nation a child whose capabilities have been uncovered, and a child who has been directed into the field in which he can hope to do his best. Then we know that this will be a better world, and a better place for mankind to live, because you are giving to him the kind of leadership that we so sorely need in the future. And so, Ladies and Gentlemen, may I say that I am very happy indeed to have had the privilege of coming and breaking bread with you. I certainly hope that God may permit

our paths to cross again, whether it be those of you I have known for many years, or the many of you I have met here for the first time. As I leave and you go back to your homes, my prayer is that God may ride with you, walk with you, and may He continue to give you the guidance and understanding necessary to fulfill the purpose for which we live and work upon this earth. As He looks down upon us, may He find our work being done to His satisfaction, that we might make this a better world and a better place for mankind.

Thank you very much and a pleasant good night to you.

Dr. Robert L. Gibson

We know that Jesse Owens began inspiring Americans approximately thirty years ago. All of us here tonight know that he is still capable of inspiring Americans. Thank you so very much Jesse for being with us and providing us with this wonderful, inspirational message.

Before we adjourn, I'd like at this time to present the bouquets from our two tables to two lovely ladies that we are privileged to have with us tonight. Mrs. Holt, it is a pleasure to present you with this bouquet of flowers. Mrs. Wogaman, I'd like to present you with the other. I do believe we may have set a record of ending on time.

SATURDAY SYMPOSIUM

Topic: "Pressures on the Counselor Today and Tomorrow"

**Jerry Hopfengardner, Moderator
Fairmont West High School
Kettering, Ohio**

Welcome to our Saturday Symposium entitled "Pressures on the Counselor Today and Tomorrow." As counseling practitioners or related specialists, of universal concern are those pressures emanating from our professional and cultural roles. Speaking on this topic is a repeat performance for our three symposium participants. They presented a program this past fall to the Miami Valley Personnel and Guidance Association in Dayton and provided such an abundance of food for thought, our Program Committee invited them to once again share their thoughts with us.

**Dr. Russel A. Working, Ed.D.
Supervisor of Child Study, Special Education, and Testing
Kettering City Schools
Kettering, Ohio**

I don't suppose it would be too difficult for me to be able to make some rather poignant, if not somewhat reverberating comments, about the pressures that counselors feel on a morning like this after a night like last night. And I am sure that the Program Committee used some rather wise judgment when they scheduled the band for yesterday morning rather than this morning.

The situation which I am about to describe brings out the more cowardly nature of my being and required me to consider a couple of rather important things. The mere

fact that I must return after the completion of this Conference to work with counselors, and since my boss is also a supervisor of our Guidance Program, I feel it is rather necessary that I make the following statement. I have never known, I do not know, and I probably never shall know a counselor who falls under the influence of the kind of pressures I am about to describe.

Seriously, one cannot generalize about counselor pressures, or any kind of pressures. Pressures seem to be a kind of an interaction between the psychological make-up of the individual and the situation in which he finds himself. We are assuming, however, that pressures, when they are felt, but not necessarily recognized for the specific aspects contributing to those pressures, do tend to lessen the effectiveness of the counselor.

Let me share with you some broad possibilities that may provide pressure for the counselor. It is not a very pleasant situation, I think, for a newly-hatched counselor to emerge from the chrysalis of the training institutions armed with preconceptions of being capable of doing all sorts of unique skills, and then to reel with amazement of the kinds of less than spectacular things that he is permitted to do.

It appears to me that the gulf between the indoctrination that occurs within the academic center and what the local school administration wants is not only wide, it is a vicious gulf, vicious in terms of how it confuses you with regard to the role assumption which you feel you must make. Nothing is more difficult than altering ones' self-concept. Yet almost every counselor leaving a training institution must alter his self-concept if he is to survive. He must re-orient himself from the person who is capable of doing what he considers is going to be satisfying, worthwhile, and

challenging, to things that are required of him in the local situation. On this issue I am not taking sides. Local school administration knows what it wants counselors to do. Training institutions know what they feel counselors ought to do in theory and in practice. What I am saying, without trying to resolve the issue, is simply this: The counselor is in the middle of two unrelenting forces and keenly senses the pressures derived from the dichotomy of these two separate authorities.

I have often wondered how many counselors feel adequately trained to do their job. And if this is not a major problem for counselors, I have also wondered what it does to a counselor when, in a brief ten minute interview, a client has ripped open a most traumatic wound at the very moment that the counselor becomes aware of the "pressures" of ten students leaning against the wall outside of the counselor's office. Does the counselor take one or two hours that are needed for this client, or does he hurriedly sew up the wound and ask the client to come back at a later date, when, hopefully, he might be seen for a longer period of time? My major emphasis here is upon the pressure reflected in the number of students who must be seen, as opposed to the pressure you feel for trying to do "the good" job.

I have heard it said that counselors must see every student in the building or at least every student under his charge, and I use that term advisedly. With these kinds of anxiety-ridden pressures, what kind of quality can the counselor seek out of his momentary touch with each student?

A counselor is just a teacher, or so many counselors have been told. Personally, I have never known a counselor who is "just a teacher." Students won't let you be a teacher. Teachers won't let you be a teacher, and principals don't always

look upon you as teachers. It is my opinion that teachers look upon you as "second-fiddle administrators," and maintain psychological distance from you because of the suspected influence they feel you have with administration. And many of you find administrators asking you to do quasi-administrative tasks. How many times are you seen by teachers fraternizing with the administration? The mere fact that your office is next to the "Central Suite" has a bearing upon your relative position on the staff. In spite of being aware from Year I in your counselor training program that you can't be administrator and fill the role of counselor, many of you try to juggle both tasks. Obviously, the fault is not everyone else's. Many a counselor harbors the desire to manipulate with varying degrees of cleverness his ascent via the role of counselor to the echelon of administration. A good counselor, like a good teacher, is often dubiously rewarded for a job well done by removing that counselor from that which he does expertly. Is it really possible for a counselor to be a teacher in the true sense? Teaching demands an authority of educational skills and knowledge. Counseling demands a reflection of authority, a process of reflecting the authority of the individual so that the student becomes aware of his own potentiality.

I am convinced that only a sorcerer could mix these two roles. Even if the counselor could be expected to change his roles deftly, I wonder if the counselee has the same degree of role-switching competence. Mixing these two roles must reduce the effectiveness of the counselor, if not simply obliterate his chances for helping some, if not many, students. The fact remains, however, many counselors are also teachers.

Let us take a brief look at the unseemly side of your job description which sounds very much like the job description of a secretarial clerk. Or what about the intangible qualities of trying to satisfy yourself that you have done a good job? There aren't any bells that ring; no banners seem to fly; and nobody hands out concrete results to show the adjustment that your counselees have made. All that you really have is some vague, introspective measure that some days you do a better job than others.

I also wonder, you see, what kind of professional strength and satisfaction that you might eek out of the realization that you are many times a sort of "handy-man" about the office. And simply because you are there, you are often asked to fill in for teachers, who for some reason cannot be in their classroom, deliver messages, or answer questions secretaries can't answer when the building administrator is not there, or a variety of other odds and ends that have nothing to do with your job description. If it can be said that any group is unprofessional because it has an inadequate self-concept, I wonder if it can be said about counselors, since they seem to suffer internally because of non-professional demands made upon them and at the same time they seem to lack the strength to be able to say, "No, that's not my job."

There is a quality, I believe, immutable to some extent, a quality of psychological aloneness about the counselor's role, a professional aloneness which isolates him from the tension-reduction communication with other educators in the school setting. Although teachers and administrators verbalize an appreciation of the job that you do, neither teachers nor administrators have, or take the time, to share your concern. But then, you see, I am not always sure that the counselor wants to share many

of his concerns with teachers. By so doing, the very tenuous nature of the counselor's identity may be jeopardized. Unless the problem is a mutual one, and this is a perplexing paradox, even other counselors in your building or within your own school district don't seem to appreciate your conversation when it takes on a more serious note. After all, they seem to have enough of their own problems, and usually are looking for relief through avoidance and humor. I don't believe that we can criticize them for this. At times we all need this kind of relief. Teachers can share their problems with other teachers, and teachers are also told that they can share their problems with you. It is also true, I believe, that building administrators are lonely people, and they bend your ear sometimes with their problems. They are, however, too busy with many other pressing problems to be able to hear you out. Later, when they have the time, your urgency may have subsided. It seems your profession is a lonely job and you must face the major portion of that pressure alone. But I would like to leave with you one thought. This problem, and many of the other problems that you may face, may exist only because yours is a profession.

Harry A. DeWire, Ph.D.
Professor of Christian Education and Psychology
United Theological Seminary
Dayton, Ohio

Both Dr. Working and I are in the enviable position of being able to raise questions without having to answer them. This is reserved for the last speaker. I thought I should say this in case you accuse me prematurely of chasing out more rabbits than I can run down.

I want to address myself more particularly to the subtle pressures that arise out of the performance of our basic task in the one-to-one relationships, and in the small group relationships, where we have to do what we were hired to do. I think it can be said that many of the frustrations and emotional difficulties which arise in the one-to-one relationship go through some sort of psychological displacement and come out in our relationship with other people. We don't want to hurt little children, so we may get a little testy with our colleagues, or in other areas of the program complain about what we are doing, when the real problem lies in the fact that we are in a situation, always in a situation, where our basic task is full of a great deal of uncertainty. And these uncertainties come at two points. First of all in the use of the tools which we have at hand, and second in the purposes and attitudinal structure of both the counselor and the counselee. Let me take these two one at a time in that order.

I don't know of any profession that deals with more imperfect tools than a counselor if he uses tests. Even where the reliability and validity of tests have been established as being satisfactory for use, we are still a good country mile away from what a carpenter might require of his tools if he is going to build a house. You are never sure but what you are not dealing with the ten or fifteen percent of one person who falls within the ten or fifteen percent not covered by the reliability studies of your tests. Now if you do this long enough, something happens to you. You are just bound to feel the pressure of imperfection of not knowing exactly whether the tools you have in your hands, the resources available to you, are measuring the specific person who is sitting in front of you. Coupled with this, is the fact that these

Instruments tend to stand between you and the person. Very often there is something you feel you have to sort of hide under the desk. You have a score, you have a threat to him. You know this and he may sense this. He took the tests. If my children are any criteria of other children, they know they are taking tests. They know there are scores, and they know they get into somebody's filing cabinet. If you throw this filing cabinet at them, especially if it's loaded down with scores, this can smart a little. And so, they think about it. But what is more important, you think about it.

To get over the barrier of the tools you use is not a simple business. I have been a part of a development, in the last nine years, of a test of motivation for men entering the Protestant ministry. I shouldn't say men entering the Protestant ministry, men and women entering the Protestant ministry. We wrestled a long time with people of Educational Testing Service about the criterion factors. Could we ever come up with an instrument that would be sufficiently predictive of effectiveness in such a value-oriented profession as the ministry to be able to use it with any degree of confidence? Well, it took us four years to find the answer, and the answer was "No!" We asked ourselves, "Why should we have something that we can hide under the desk?" Boys come in and say, "Are we unsuited for the ministry?" They want to know whether they are unsuited lest eventually they become defrocked. We then said, "Let's develop something that has some relation to them." Then when they come in to counsel after taking this test, put it right in front of them and say, "There's what you said. Now is that what you meant?" When they actually stop to think about their responses they are sometimes surprised that they said what they did. This often brings to the surface some of the more unconscious, or at least subconscious feelings, they have

had about their vocational choice and about their being in a Theological Seminary preparing for the ministry.

What is done with these instruments is a very important factor. The most important point, it seems to me, is discussed in an article which I hope you will read in the September, 1964, issue of The Personnel and Guidance Journal. In this article, James Berkley of California says, "It would seem that many counselors lack a real understanding of basic psychological concepts including testing theory. From local studies done through the NDEA Institutes at Idaho State University, the writer ascertained that a majority of the enrollees actively disliked statistics, and did not really wish to understand testing theory."

Unless we can train individuals to understand the tests they use, to recognize that a test score is never an absolute predictor or a tool to use to ferret out additional information, it would be best that the counselors refrain from using debatable tests.

A few years ago I worked with one of the industries in our city to try to help foremen get along better with their men. It was not because they were having a lot of trouble, but this was just the thing to do those days. They looked around and landed on me and said, "We want you to come over and do this." One of the things I found out about men working for a light company down in a manhole splicing two wires together, is that they may do a little bit better job if they know something about what those wires are going to do after they are joined and what the basic purpose was in doing it.

Now, the whole field of psychometrics is tremendously complex, and it may be that you are not able to know everything about it, but this is at least one of the pressures that comes just in the use of the tools. The fact is that we may not know the subtle and refined complexities that go into the development of a test instrument and what the norms of such a test really means.

The second point is, perhaps, more important. We suffer a great deal of pressure because of who we are and who this person is sitting in front of us. I wonder whether you ever asked yourself why you're in this business. What needs of your own does this vocation fill? Maybe it isn't a good thing to do this. As long as you have other people around doing it for you, maybe you don't need to. But we have some reason which is associated with what we do.

I guess it's the research studies that point out that surgeons have a slight sadistic streak. This is quite all right if the surgeon is going to operate on you. You have acute appendicitis and he's just ready to cut. You certainly don't want him to turn around, cover his eyes, and say, "Oh, I can't do it!" You want him to be able to move in there and not be afraid of blood, and get a little delight out of cutting, but to be satisfied before he has cut too deep.

I have a suspicion that you people are quite closely related to the kind of students I deal with who are preparing for the ministry. This also falls into the general category of a "helping profession." They want to help. They want to help people. In fact, some of them want to "help Hell out of them." I don't know if you're clapping because that's what you think ministers are, or if that's what you believe you are. But probably this desire to help affects both.

This pressure to do the person some good gets a little sticky at the point where we have to suffer some of the symbols of failure. I think it's in the same study cited previously, at least it's in an article in the same Journal, which points to the fact that sometimes counselors have a difficult time referring, because referring carries with it the meaning, "I can't do it. I cannot help this person." It's a little difficult for us to refer people to others who may have specialized understanding and skills that can help them.

The person who comes to us is a very complex person. We have certain information about him. We try to assess him and assist him in what he is wanting to know or what he is interested in learning about himself. But back of him stands a cultural, a social, and certain close family pressures along with his peculiar constitution and temperament. The pressure of being able to deal only with the surface manifestations of this boy or girl is a real one.

One of the places this gets a little more difficult is in this matter of vocational guidance, or vocational decisions. A boy comes in and wants to know what he shall be. What you may be dealing with here is not simply what this boy wants to do, or where he wants to go to school, but more likely, dealing with the whole matter of how well this person can choose anything. We cannot be satisfied to deal with the problem of decision. We've got to deal with the problem of choice. If I could say this to teachers and school administrators, what I would say is that the job of a counselor in a school would be made much easier if someplace in our education we would teach people how to choose things, and how to go about making choices. It's no secret that a lot of people who choose their vocations well, choose their mates

with some sort of horrible alchemy that nobody can understand. Choosing a wife, choosing a necktie, choosing a job, choosing almost anything, is part of the dynamics of what comes to the surface when he says, "I don't know whether to be a doctor or a school teacher." There are a lot of things to be considered here. All the person's background comes into this situation. It reminds me of the little Jewish boy who said to his father, "Daddy, I want to be a Rabbi." His father said, "What kind of job is that for a good Jewish boy?" Well, here is a phenomenon that we have to deal with in this whole business of dealing with a person. It is deep. We feel the pressure of incompleteness, or the pressure of not doing our job at the level where it ought to be done.

Finally, there is currently a great deal of concern and interest in the problem of values as it relates to the counselor and the counselee, not only in your situation, but in psycho-therapy generally. It has been dealt with mostly by people who get evangelistic about it. Such people as Mowrer, Ellis, and a few others, are talking about getting back into counseling some of the more value-oriented factors. Now, while we may not agree with Mowrer's techniques and his suggestions for doing this, we certainly cannot escape the fact that we need to ask ourselves, "What is the value-orientation under which I do this job?" After the first trauma of psycho-analytic hypothesis is past, psychology and psychiatry tell us that people are value-oriented by nature.

Our purpose in the schools is not to impose our own values on other people, or our own decisions, but to help the student acquire a facility and confidence in his own problem-solving ability. As soon as I have said that, then what I have also said

is of value as it has to do with the permissive openness, acceptance, and encouragement of the person in front of me, as over against the authoritarian, dictatorial, problem-solving counselor you see. You cannot escape doubt. This is a pressure, because you have some feelings of your own, and some beliefs of your own. When it comes to the person with whom you deal, these values just cannot be hidden.

I have often thought that the Rogerian technique was more comforting to the counselor than to the counselee in many instances. I enjoy non-directive participation. I also see its values. I'm not being critical of it, in fact, I wrote my doctoral dissertation on it. I have sympathy. I guess that isn't the word. I think I understand it. What I'm trying to say is that the retreat of myself from this person tends to rob him of probably the most vital tool he has. Stripped of all of our skills, all of our tools, and everything else, the thing he is going to remember most is the counselor as a person. If we can get over the hurdle of shielding ourselves from being a person, we will have rid ourselves, it seems to me, of one of the most pressing factors in our world.

M. T. Faruki, M.D.
Superintendent, Dayton State Hospital
Dayton, Ohio

Good morning, Ladies and Gentlemen.

Having been placed in the position of chasing the rabbits that Dr. DeWire has let loose, reminds me of the story of two hunters who started on a cold, frosty morning to hunt. One of them was a coffee fiend and the other was a wine fiend. Each of them took a thermos bottle or a jug of his own choice. As they went into the woods,

It became colder, and they began to feel a little freezing, so they began to use their own fuel, each to his own choice. The more coffee the coffee fiend drank, the more jittery he got, and the more wine the wine fiend drank, the more bleary-eyed he got. Finally it was time to go hunting and the coffee fiend was so jittery that he just wasn't worth a darn. He couldn't hit anything. He would hold the gun and would try to shoot but was so shaky that his shot would always go astray. The wine fiend said, "Oh, come on, you're no good. You don't know how to shoot. I'll show you." So he used his own gun and shot two rabbits. The coffee fiend turned to him and said, "For heaven sakes. You are bleary-eyed. How in the world did you do it?" He replied, "Oh, that's nothing. Usually out of a flock that big I get six of them."

I'm not shooting for six, and I'm not shooting for more than what's there. I propose to direct my remarks primarily to the pressures. As my colleagues have dealt with the pressures that you Ladies and Gentlemen are exposed to from outside of you, I will deal primarily with the pressures that you encounter from within.

As indicated previously, there is an overlap. Very often, in this kind of service, you don't know what pressure is coming from without and what pressure is coming from within. There is a slight overlap, so I may have a few appropriate remarks regarding the outside pressures, too. By definition, when we are attempting to counsel somebody, we are offering a service. It is a counseling service. By definition, we are vulnerable when we are in a counseling position, because the individual is referred to us by someone in the first place. The one who made the referral, whether it is the school administration, whether it is the teacher, or whether it is the parents, is unhappy. They have a problem they are not able to cope with, and they want an

immediate solution. They expect a solution to be coming from you. They want an answer, whether it's a choice of a vocation, a choice of a career, or a problem of adjustment the individual has to cope with and settle. On the other hand, the one who is referred to us is also somewhat resentful even though it may not show. He may ask for help, but underneath there is a certain amount of resentment.

When we are offering such a service, what we are doing is placing ourselves exactly in the middle. We have the knowledge, we have the experience. We are playing the role and trying to accomplish the goals of a counselor. But, we are also individuals trying to accomplish that role, cope with it, implement it, and render the service that the counselor is supposed to render. In rendering service, let's emphasize the word service. It's a service similar to any other service, whether it be a waitress that serves us in a restaurant, or whether it is a gas station attendant who services our car and provides what it needs. He is offering a service, a specific service that he is trained and equipped for, and that he has all the tools for. If you ask for any other type of service, he will tell you he is sorry, but that he is not equipped for that kind of service.

Now, we counselors many times, are reluctant to admit that for which we are equipped to do and that which we are not equipped to do. Therefore, we have to have the basic knowledge of our profession, a solid foundation of that basic knowledge. This is essential and vital, because, as you know, if we do not have that knowledge it is the first prerequisite for a feeling of inadequacy. As you also know, our own inadequacy very often is reflected in antagonism and hostility to the one we are trying to serve. The strong are the gentle ones. The weak are the violent ones. This

is a basic dogma by experience, by experiment, by clinical observation, by any kind of tool that you choose to adopt. Therefore, we have to have that knowledge. The second thing is, we have to know that we have the knowledge and we have to be aware of the extent of the knowledge that we have in order to use it properly.

In trying to render the service that we are about to render as a counselor, we have an image of ourself and we have an identity. We have to carry out the role. How we carry out the role will depend on how we feel about it. This is where reality becomes of vital importance, reality about ourself as well as about the client to whom we are rendering that service. Our worst pitfall is that we assume more than we can handle. We assume that we are to make the decision for the individual. We assume that we are to present a solution to the problem with which he comes to us. We are counselors. By definition we counsel, we advise, we listen, we support. Our mere presence there is very vital and a lot of times we counselors forget it. Our mere presence there is a very strong supportive, asserting element to our service. The mere fact that we are there, the mere fact that we see a client, even though briefly, even though superficially, we see him. He is heard, he knows that someone is concerned about him, someone has an interest in him. Inward difficulties we counselors encounter often prevent us from really being the individual and the person who can be of help! In other words, we play a role of a counselor. For heaven sakes, it's not a role! You are a human individual by definition. When you offer a service you are to counsel that individual on the basis of human compassion, on the basis of your concern about him, on the basis of caring for him. When you care for someone, you have compassion for him. This is implicit in our counseling role.

Another major problem that creates a lot of pressure on us, is that we are afraid to let our person show through the role of a counselor rendering a service. This is our biggest asset. In counseling an individual, we use ourselves as tools. When we counsel others, we are the tool. Surgeons may be well known, but there are a lot of other specialists whose motives are not too well known. It may be of interest to pursue and find out why they are not known. Basically, we don't care why, as long as that individual has some kind of problem, some kind of a tendency, some kind of a need that will place us in a position of being of service to him. When we are rendering the service, we have to show the person to the role. In other types of service we use tools. You go to the gas station, he gives you oil, or he gives you gas, or gives you tools. You go to a physician, or a family practitioner, and you know he gives you a shot once a week. You go to a hospital. What do they do? They operate on you, they take your temperature six times a day and at four o'clock in the morning when, actually, it's the last thing you need at that hour. They give you a tablet every three hours, a capsule every six hours, an enema every other night. They make your bed three times a day. They use tools to reach you, to render their service.

In psychiatry, psychology, and counseling, we ourselves, the human individuals, are the tools. We have to master the use of ourselves in that capacity and for that purpose. Sometimes we emphasize the role and ignore our own assets as individuals in rendering that service. I think this is of vital importance and very often a pitfall. This is why experienced counselors are much better off, because they have learned the technique of how to use themselves. They know when to smile. It

comes automatically and naturally. They are counselors by definition, explicitly, implicitly by every act they perform, and by every gesture. Don't expect to be a counselor when you graduate, and if you teach prospective counselors, please teach them this. They have to experience. They have to experiment. They have to learn. Feelings of inadequacy are rough for us to face. Let's face reality, our own reality as well as the reality of the client. When we get a so-called adverse judgment on an issue that is presented to us as counselors, we are reluctant to give an adverse recommendation, or an adverse opinion that may not be very well received by the one who is seeking our counsel. Why? Because we view it personally. It is not a personal matter. You are rendering a professional opinion based on your evaluation. You care for the individual, you have compassion for him, you want to help him. When you tell him, "No, I do not think this is advisable." When you tell him, "No, I think you do have a problem and we better talk about it," you are not attacking him personally.

We have now considered some of the difficulties. The next step is to ask the question, "What are the remedies and the tools that we can adopt?" There are many tools that will enable us to adhere more closely to reality and to the basic principles that will enable us to render good counseling service. Where are we going to get the guts to say, "No!" Where are we going to get the guts to express an adverse opinion or recommendation to the one who is seeking our counsel? We have to get it by mastery of our techniques, and mastery of our knowledge. As you know, things that we don't use, we lose. This is a basic principle of human physiology and psychology. Most of us, when we are young, can bend our knees beautifully and move up and down. By the time we are 24, our knees are stiff with arthritis. Catholics who genuflect

every day almost, can kneel beautifully with the right knee, but they aren't worth a darn with the left. Because they use it all the time, it's well lubricated. Protestants, on the other hand, who don't kneel very often are stiff in both knees. What I mean is, let's use that knowledge, let's exercise it, for if we don't use it, we will lose it.

We have to have an image of ourselves in order to be able to act as a counselor. This is where we need a close alliance with our professional associations. A lot of us think that meetings are a pain in the neck. "Well, good heavens, another meeting!" you say. You really don't realize how you would fall apart without some of the meetings that you attend. Meetings reinforce your image. They give you a chance to see others, and all of a sudden, you begin to feel, "Gee, I'm not as bad as I thought. They're having the same darn problems I'm having. I thought I was the only one who is experiencing them."

Another tool is peer supervision. Take the opportunity to get with seven or eight other counselors in regular sessions of a seminar type one evening a month. This plan is implemented among psychiatrists. About eight or nine of us meet once a month in one of our homes. The host presents a case, with all his findings, with a description of his course of treatment, what he did, and what problems he encountered. He opens the case to the observations, comments, and criticisms of his colleagues. You'd be amazed how beneficial it is! You get insight, you get understanding. We human beings have blind spots regardless of how perfect we are. Unless we recognize this, we'll have a lot of problems.

I know I have probably used more time than I was allotted, but there is one more thing I'd like to mention. Once an engineer described a human being as follows: "Man is a complete, self-contained, totally enclosed power plant, available in a variety of sizes, and reproducible in quantity. He's relatively long-lived, and has many components in duplicate. He is waterproof, amphibious, operates on a wide variety of fuels, enjoys thermostatically controlled temperatures, circulating fluid heat, evaporative cooling, has sealed lubricated bearings, audio-visual communication system, and is equipped with an automatic control called a brain."

This was a fascinating description, but there is one thing that was omitted. The meaning of a human being is not that small. Science will never be able to reduce the value of a sunset to arithmetic, or reduce friendship or statesmanship to a formula. Laughter and love, pain and loneliness, the challenge of accomplishment in living, and the depth of insight into beauty and truth, will always surpass the scientific mastery of nature.

With this something else is needed. Michelangelo, when as an apprentice, upon telling his professor of sculpture about his own desires to be a sculptor, received this reply from his professor. "Sculpture is rough. It is hard. It will cost you your life." Michelangelo turned around and said, "What else is life for?" Talent is cheap, but dedication is expensive. With that, thank you very much.

SATURDAY LUNCHEON REPORTS

**Dr. M. A. Wogaman
Retiring President
Ohio School Counselors Association**

I want to call special attention at this time to the wonderful music that has been furnished for us by Paul Noblitt. He has done a great job and I think he deserves a fine round of applause. Frank Downhour is another man who deserves extra-special recognition. He has engineered from infancy the OSCA Newsletter into its new format. He and his wife have done all the work. I think he also deserves a great round of applause.

I'm going to make my remarks brief. I want to point out a few of the things again that I feel are highlights of the Ohio School Counselors Association. The greatest highlight is the fact that we have, in our work with you, been able to become acquainted with many people throughout the State. We hope that through the development and rapid growth of the Ohio School Counselors Association, we have been able to make this organization vital to you. You may be interested in a quotation that came from one of the members of our membership committee. When she was rather harshly accosted at the window by one person about the magnitude of our \$2.50 dues, the question was asked, "What do I get out of the Organization?" Well, knowing the allegiance to our organization by our membership representative, she very quietly and politely replied, "What you put in it." I think this is the best answer we can give to any person who questions "What do we get from our Ohio School Counselors Association?" I can assure you I have received many times my money's worth during this past year.

We have the many signs of progress which were discussed in the Business Meeting. We are still working, and will continue to work, on the business of program and legislation. We will see immediately, strange as it may seem, that there will be continuous work with our basic organization through the Constitution and By-Laws of our organization. Yes, we know that there is much to be done. We hope that everyone will give us their full support.

As the few remaining grains of sand from this hourglass of my most happy term in office are soon to be washed into oblivion by the ever-changing tides, I do feel compelled to pass on my thoughts and challenges to you. Guidance today is one of the most challenging professions in which we can work. All of us are a vital part of it. Each of us, in the not too distant future, will be able to look back to this day, and feel proud that we were a part of this great challenging adventure. I am sure that guidance is now established as a vital part of the total educational program. But as the complexities of our life and our society grow, our services will be of greater demand. It is going to take our continued united efforts to produce good guidance programs, expertly trained personnel, and expanded professional research. This we will do, I am sure. To me, this challenge requires the vision of a dreamer, the boldness of an adventurer, the direction of a leader, and the productivity of a practitioner. OSCA is fortunate to have all of these. I am sure that the challenge of today will be met and made a reality by you tomorrow. To each of you, I give my sincere thanks for all that you have done for guidance, and I offer my best wishes for your continued success in your profession. Now, it gives me great pleasure to turn over the Presidency of the Ohio School Counselors Association to my very dear friend, colleague, and neighbor, Mr. Bill Drury.

**William R. Drury, President
Ohio School Counselors Association**

Thank you, Dr. Wogaman, not only for your kind words, but for your outstanding leadership in the Ohio School Counselors Association. To show you my thinking in terms of delegation of responsibility, the first thing that I want to ascertain here this afternoon is to learn who is our new President-Elect. I don't think anyone knows that except Mr. Hopfengardner. Since I can't delegate any duties until I find who I'm giving them to, I'd like to ask Jerry to come over to the microphone and announce the results of our election.

**Jerry Hopfengardner, Counselor
Fairmont West High School
Kettering, Ohio**

Mr. President, colleagues and guests. It's a privilege to announce that Dave Hathaway is the new President-Elect of OSCA for the 1964-1965 year. Dave, will you please stand? (Applause)

William R. Drury

I have a couple of other announcements that I must share with you. One is a telegram that I received which reads as follows: "Dr. M. A. Wogaman. Congratulations on your year of outstanding direction of the Ohio School Counselors Association. We wish you continued success in all of your other activities." Signed, the Guidance Staff of Kettering Schools.

A second announcement is that the Program Chairman for next year's All Ohio Guidance Conference will be Mr. Russell Getson. He will work in association, of course, with Dr. Weaver, and the Akron Area Counselors.

Just one or two other things by way of announcement. As the new President of the Ohio School Counselors Association, it was with a great deal of pride that I was able to inform the Ohio Association of Counselor Educators of our willingness to participate in their Counselor Education Program Evaluations. This was decided in the OSCA Business Meeting just two days ago. They originally had indicated that they would like very much to have representatives from our organization visit the colleges and universities of the thirteen approved Counselor Training Institutions of Ohio. Our purpose will be to discuss the merits of each program, what we would have liked to have had in our training, and the kind of things that benefited us most. We understand that a delegation from the administrators of the State of Ohio will be invited to join with us for the evaluations.

One other thing that was discussed at our OSCA Business Meeting will be of interest to you. I was contacted by Dr. Ellis Joseph, President of the Ohio Association of Counselor Educators, in regard to our sharing a project in conjunction with their program of evaluations. Dr. Joseph has asked that the Ohio School Counselors Association assist him in determining the adequacy of the courses that we have taken in our counselor preparatory training. I think he plans to do this by means of a questionnaire. When you receive this questionnaire through the mail, signed by Dr. Joseph and counter-signed by myself, we would appreciate your cooperating with us as you have done so nobly in the past.

My acceptance remarks are going to be extremely brief. I wrote them about twelve minutes ago. I have two main points that I'd like to share with you. First of all, I consider my accepting this high office in your organization an honor, a privilege, and most important, a challenge. It is a challenge because the year ahead of us promises to be one of the most critical in the history of education in Ohio. It is my personal belief that we stand on the threshold of what I would call, "The Time of Decision." In the year ahead, teachers, administrators, parents, counselors, all Ohioans, in fact, are going to be presented point blank with the question, "Do you believe in quality education?" Right now the Ohio Council on Education is setting up the necessary machinery to bring this question to the attention of our State Legislature, and if necessary, by ballot to the people. My fervent hope is that the Ohio School Counselors Association, and every counselor in Ohio, will join the Ohio Council on Education in their quest for funds to provide the fine young people of our State with a quality education and complete preparedness for the world they will be leading. In the months ahead, each one of you present here today will be called upon to play your part in this most important endeavor.

My second point is that I am going to offer to each of you my personal pledge, and the pledge of your Executive Committee, to make this year a year of action, a year of accomplishment, and a year of work for all of us. In return, I am going to present each of you with the challenge to do your part. To do your part because you want to, because you believe in guidance and education, and because you are dedicated to the welfare of the young people of Ohio. Become an active, interested member of your organization. Offer your services, present your thinking, be a participant,

not an onlooker. Each of us is fortunate to be a member of the educational profession at this most critical point in our educational history. Don't pass up the chance to do your share.

In conclusion, I would like to remind you, that in just twelve short months we will be meeting here for the Thirteenth All Ohio Guidance Conference. Let's make it a Lucky Thirteen. Help the people sitting here before you this afternoon to make it possible for me to report to you, at this time next year, that guidance is well on the way of being a part of the State Foundation Program, that the image of the counselor is clearer and even more respected, and that the time for decision in Ohio was met with firm, decisive, and affirmative action by the Ohio School Counselors Association. To these tasks we pledge our every effort. I thank you.

CONFERENCE SUMMARY

Dr. Ellis A. Joseph, Chairman
Department of Secondary Education
University of Dayton
and President
Ohio Association of Counselor Education

It has become rather trite to say that we have had one of our greatest Conferences, but trite as it is, certainly the Planning Committee deserves congratulations. I'm impressed, very impressed, by the Planning Committee's foresight.

Jacques Maritain, the great French Christian Humanist, once said our civilization is permeated by men possessing hard hearts and weak minds. He stressed the need for more men with soft hearts and strong minds, and he felt it would be these possessions which would enable us to effectively help one another and give humanism a rebirth.

For me, the theme of this Twelfth Annual All Ohio Guidance Conference has been not "Guidance Today for a New Tomorrow," but rather, "The Rebirth of an Old Humanism," which means that man by himself alone will not be left to work out his own destiny unaided.

This Conference has been careful not to put forth the contention that the mere possession of a soft, compassionate heart suffices for the humanism we counselors are trying to bring about. This Conference achieved a desirable balance. It emphasized softheartedness through the remarks of Dr. Dean Berkley, and the truly moving and sincere personal introspections of Jesse Owens. It also achieved a strong professional mindedness through its Workgroup sessions, business meetings, and symposiums.

Dr. George Hill, for example, in his Position Paper on Elementary School Guidance, cited the need for more than softheartedness when he stated that the elementary counselor becomes knowledgeable through the scientific study of growth and development, through child study procedures, and through counseling and practicum.

Dr. Herman J. Peters extended the appeal for a strong-minded humanism by stating that an interdisciplinary liberal education was necessary for the elementary school counselor if the child is to be introduced to the world of liberal humanity.

Lloyd Swan gave impressive testimony to the need of extending downward the humanism of elementary guidance by citing the years of sacrifice endured by his strong guidance staff in the Canton City Schools.

As further evidence of strong professional-mindedness, who can forget Frank Dick's concern for the need to educate teachers for vocational education, and Henry LaMuth's lament that there is very little which is experimental and provocative in professional education?

The administrators, discussing the role of guidance as seen from their vantage points, were remarkably attuned to the ethos of this Conference by also achieving a desirable balance between soft-heartedness and strong-mindedness. Drs. Humbert and Hayes and Chester Roush set forth many lists of expectancies of counselors. The expectancies were highly technical and professional. However, Dr. Humbert called for an instruction that is human; Dr. Hayes indicated he expected the counselor to be a humanist; and Mr. Roush reinforced our keynoter by stating that evangelism is a vital part of counseling.

Drs. Lerner and Shoemaker and Al Bilik, in emphasizing post high school guidance, were doing much more than that. They were really calling for an extension of the intensive kind of humanism we find already fostered by our counselors on the high school level.

The Ohio School Counselors Association, in its business meeting, demonstrated a highly practical integrality with the viewpoints of the men mentioned above by revealing it has spent the entire year getting meaningful information from post high school trade schools for the intelligent use of counselors, and by being concerned with the proposed legislation germane to such trade schools.

And speaking of the Ohio School Counselors Association, who can deny the humanistic spirit in its new Constitution so ably developed by Dave Dawson and his committee.

And speaking further of the Ohio School Counselors Association, who can fail to be impressed by the active humanistic spirit of its now Past-President, Dr. M. A. Wogaman, and his revelation to his membership that he contacted every member of the United States House of Representatives during its deliberations on the extension of the National Defense Education Act.

Yes, truly all of us here at the Twelfth Annual All Ohio Guidance Conference intensified the softness of our hearts and the strength of our minds in the interests of humanism, and concomitantly, our profession.

**EXHIBITORS
FOR TWELFTH ALL OHIO GUIDANCE CONFERENCE**

ALP Publications, Inc.
American Guidance Service, Inc.
Association of College Admissions Counselors
Bellman Publishing Company
B'nai B'rith Vocational Service
The Bobbs Merrill Company, Inc.
California Test Bureau
Careers
Chronicle Guidance Publications, Inc.
College Entrance Examination Board
The Columbus Dietetic Association
Columbus Urban League
Coronet Films
Division of Vocational Education, Ohio Department of Education
Educators & Executive Insurance Companies
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Military Services
National Forum
Occupational Research Service
Ohio Civil Rights Commission
The Ohio Podiatry Association
Ohio Scholarship Tests, Department of Education
Ohio Society for Crippled Children
Ohio Society of Medical Technologists
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Personnel Press, Inc.
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